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Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

Integration is busy these days tearing down walls between the so-called "subjects." Educators are more conscious than ever before that they are dealing with the whole child, not a particular slice of him. Burton Fowler calls attention to this wholeness of personality in his significant paper, presented in this issue: Mental Health as Educational Aim."

Again, take the subject of reading. It used to be taught as an oral exercise first, with comprehension trailing. To-day, reading is the recognized key to knowledge of all kinds. And we advance to Randall Penhale's thesis—"Every Teacher a Teacher of Reading" on page 85. Do you agree with him that too much is already expected of the teachers of English?

The issue we have just put together is more than usually integrating. Humor, for instance, is hardly the monopoly of any one course or teacher. (Wish, by the way, you'd write us your idea of Miss Murray's paper, "I Try Teaching Humor." Is it the times or just the difference in pupil group?)

Don't miss "Pupils Paint Their Ideal Teacher." You will find it stimulating, suggestive, sparkling.

More theoretical is Carroll Champlin's "The Dimensions of Education," but we need depth and altitude as well as length and breadth. Do we not? And so through all the pages—thought-starters every few lines, we hope.

▼

Thanks to the many, many readers who renew their subscriptions promptly. Maybe your wrapper from this issue is still on top of the wastebasket, and if so, won't you bend over and recover it long enough to examine that expiration date? If it reads "Feb 39" or some earlier date, why not mail us your check so we can move the date ahead—a year for $2.25, two years for $3.75 (very special), or three years for $4.50?

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In Teaching Safety

something more is needed than advice and admonition. The parrot-like phrase, "Be careful," glides through the child's mind as easily as water rolls off the proverbial duck's back.

To make a lasting impression on the young pupil, safety teaching must arouse his interest, appeal to his imagination, and implant itself in his memory. With such training he develops a "safety consciousness" through which safety habits later become second nature to him.

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presents this psychological method in a series of eight delightful reading books for the first six grades. Its basic, well-organized program of safety teaching was so successfully put into operation in the Cleveland schools that it is now nationally acclaimed for its effectiveness.

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The JOURNAL of EDUCATION
ANSON W. BELDING, *Editor*
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World at Lessons

Again the Diplomatic Chessboard

Conclusion of the civil war in Spain will be followed by another international chess game, played with intensity by the teams headed by Chamberlain and Mussolini respectively.

That Great Britain and France will strive to keep Italy and Germany from keeping a foothold on Spanish soil was foreshadowed by the incident of Minorca early in February, when the British warship Devonshire neatly removed several hundred Spanish Republicans in order to facilitate peaceful surrender of that island to General Franco's representative, without giving an excuse for Italian forces to land upon the island.

Again it is strongly hinted that Great Britain will offer a substantial loan to General Franco on condition that he get rid of his Italian and German helpers.

But Italy and Germany will move to realize some of their colonial aspirations: no colonies, no exit from Spain.

And then we may hope to see a counter-move by the democracies—the Chamberlain team—to demand that Hitler and Mussolini accept some limitation of armaments if their territorial claims are to be considered.

The chess game may be a long one. Let us hope it will be confined to diplomatic rivalry and not reach the stage of military conflict.

Tolerance

Under Superintendent Harold G. Campbell, the schools of New York City do a splendid job of making young Americans truly American.

In the thousand elementary and high schools of New York City, two assembly periods a month are set aside for teaching the ideal of tolerance—so essential in a polyglot metropolis like New York and in almost any American community.

As a practical measure, the teaching of tolerance in public schools should help to save us from the minority nuisance that has been artificially stirred up in parts of Europe as an excuse for map-slashing.

Distinctions of race, religion and national origin must not be allowed to keep people estranged in any community that hopes to attain its best development or to work out its common problems for the benefit of all. Tolerance may be only a temporary stage between intolerance and brotherly affection. But it is a stage worth reaching.

Not every school will feel it necessary to assign special hours for the teaching of tolerance. Many schools and many teachers cultivate this desirable trait by their own sympathetic attitude and democratic spirit and by suitable expressions of this spirit whenever occasion arises and on other occasions made to order.

New York's problem is on a larger scale than the corresponding problem elsewhere and demands specific attention and concerted drive.

Courageous Pontiff

With the death of Pope Pius XI on February 10, the world lost not only the titular head of a Christian communion of some 350,000,000 members but a courageous champion of spiritual values in an era of crass materialism and moral breakdown among nations.

Men of all creeds admired his unconquerable will to remain at his post of duty despite failing health and the orders of physicians. Achille Ratti, the mountain climber, still lived in the person of His Holiness, the Vicar of Christ.

In his seventeen years as pontiff, Pius XI issued thirty encyclicals dealing with many diverse phases of modern life. He battled heroically against communism and the neo-paganism of the fascist systems. He frequently pointed out that the only lasting foundation for any nation is the honesty, intelligence and kindliness of its individual citizens. He denounced the cruelties of race discrimination and religious intolerance.

The event of greatest historic significance during his occupancy of the Holy See was the settlement of the 59-year old quarrel between the Italian government and the Vatican, by means of the Lateran Treaty negotiated with Premier Mussolini in 1929. With the establishment of Vatican City as a tiny independent state, came a new freedom for the Roman pontiffs, and, as if to celebrate this emancipa-

tion, a radio station was built in the Vatican, other innovations such as automobiles were introduced, and Pius XI was no longer a prisoner, in body or in voice.

Not only a Holy Father but the uplifting influence of a noble-hearted statesman has passed from the sight and admiration of mankind.

Teaching Ladder Reversed

Every now and then some educational theorist proposes a revolution in the hiring of teachers—putting the highest-paid, best qualified teachers in charge of young children, and letting the less qualified, less highly paid teachers "sink" to the upper grades.

If the gentlemen tendering this suggestion would stop and think, the only real point to their plan is the desirability of securing amply qualified teachers for younger pupils, even if it costs more money than at present. Naturally the teachers who are to work with upper grades require more advanced study than those who teach the younger grades. Teachers in either group need to be equipped by nature and training for the grade level at which they serve. Few things could be more be-deviling to any system of schools than the reversal of personnel so as to put high school teachers at the task of teaching kindergarteners and vice versa.

No doubt the salaries should be more nearly equal than is now the case. But why not admit that this is what is being aimed at?

Migratory Collegians

Incidental proof that this is a restless age may be had from almost any college registrar, for none knows better than he the ebb and flow of the student body—none unless it be Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advancement of Teaching.

Dr. Jessup, in the annual report of his organization, shows that one-third of the members of the freshman class in an average American college or university drop out before advancing to the sophomore class. Many try their luck in some other institution. Frequently a graduating group contains only a third of those who originally registered as freshmen in that particular group or college.

The circumstances and desires of individual students account for most of this shifting. However, the majority of colleges extend a welcoming hand to students applying for admission to advanced standing. Dormitories must be kept reasonably full, even if the upper classes cannot retain their original matriculants.

Migratory students gain in broader experience but lose in ill-balanced courses.

Junior colleges have sprung up in so large numbers that a great amount of transferring is imperative if the graduates of these colleges are to complete four years of preparation on the college level.

A number of long-established institutions especially in the East have for many years put the loss of a year as a barrier against students applying for advanced standing from other colleges.

Perhaps a little more system and order could be brought out of the present confusion if colleges were to agree upon a policy of confining most of the transfers to the midway period following the sophomore year. This would be a fairly natural division between the general or introductory course years and those of greater specialization and concentration. Two years in one college and two years in another is by no means a wasteful arrangement if the colleges coordinate properly. In fact, almost any sophomore might very wisely consider the question whether his next two years would be more usefully passed in some other institution than the one he now attends.

Fair Teacher

Certain California schools are encouraging their students to drop their routine studies and travel in groups with their instructors to the international exhibition on Treasure Island. With thoughtful planning of the sightseeing program, with intelligent preparation of young people's minds for what they are to see, and with alert follow-up in weeks to come, the experience can be made valuable and vital.

Premature Wings

There is only one trouble with the airplane: It arrived on the scene before mankind was ready for it. In the third of a century since the Wright brothers made the first successful motor-driven flights, in 1903, the airplane has undergone vast improvements, in speed, dependableness, capacity and range. It has demonstrated great possibilities of usefulness in rapid transportation. Yet—except for certain emergencies of a vital sort—civilization could easily have waited many years longer for this winged equipment.

Military technicians and strategists for their part have found the airplane much to their liking. Its power of swift destructiveness, its ability to scale boundaries and traverse channels, lakes and oceans and to hurtle bombs and bullets upon enemy populations, buildings and defences, have made it a favorite engine of war. The nation with the biggest air force becomes at once the biggest menace.

Had the airplane waited the requisite number of decades, centuries or millenniums to permit the permanent abolition of war by the sons of men, the delay could have been endured with patience. As things are, the airplane serves to create war hysteria and to prolong the age of suicidal folly.

Mental Health As Educational Aim

BURTON P. FOWLER
Headmaster, Tower Hill School
Wilmington, Delaware

Look for the author's five-point criterion for checking everything that goes on in school.

WHAT can a modern school do to help its children achieve *self-respect* and *maturity*—those two basic essentials which alone can give security to human beings?

The most important development, in my judgment, that is taking place in schools today is the study of objectives and the attempt to realize these objectives in the lives of children through (1) a diagnosis of their interests and needs, and (2) the selection of appropriate methods and materials.

Another way of saying this is that teaching staffs are beginning to recognize the necessity of developing a common philosophy—not one gleaned from books or commissions of experts, but one painstakingly and continuously worked out through the processes of democratic discussions—a yardstick, if you please—with which everything that goes on in the school can be compared.

Some twenty years ago a commission of the N. E. A. brought out the Cardinal Principles of Secondary Education. You will recall them—worthy home-membership, health, wise use of leisure, etc. There were seven of them. They were an admirable statement of a working philosophy. Did they transform secondary education? Little or not at all. They colored speeches at conventions and influenced courses at Teachers Colleges and guided curriculum experts, but left untouched the face-to-face relationship of the classroom. Why? Because the teachers themselves had not formulated these objectives as controlling purposes of their own teaching; therefore they could not take the next step and scrutinize the detailed procedures of their schools to see what was actually happening.

Superimposed objectives and philosophies are likely to have the same anesthetic effect upon teaching practice as did the good old standbys of "citizenship" and "character." They are the opium of our profession.

In our own school we have tried to develop such a common philosophy by trying to find the answers to four questions: (1) What are the objectives of the school as a whole, (2) How do these compare with the objectives of the individual teachers? (3) What methods and materials are we using to achieve our objectives? (4) How do we know that we have achieved them?

The objectives we have decided upon are quite platitudinous but they are our own; we regard them not as mere vague exhortations to professional advancement but as daily criteria against which the educational worth of everything that happens in the school is to be checked.

▼

After nearly two years of discussion, we chose these five objectives: (1) Success in the simple skills, such as reading, oral and written composition, computation, and the like, (2) Ability to think critically, (3) Ability to act cooperatively, (4) Capacity for aesthetic appreciation, and (5) The possession of physical and mental health.

Let me repeat: These are the objectives which are used as a yardstick to measure the worth of everything that goes on in school. Does our program of athletics help or hinder the mental health of our pupils? Does our plan of student government contribute to their maturity? Do our parties make the pupils feel more secure or less secure in their social relationships? Is French taught so that the objectives we have chosen are brought nearer realization? Such a common working philosophy is bound to make teachers more conscious of education as growth in personality as well as in knowledge of subject matter. Such a common philosophy is bound to give new values and a new critical approach to every bit of the school machinery, which just now is creaking so badly in many places. Most of all it is bound to effect a keener realization of the importance of the individual—his capacities, needs, and interests.

▼

I should like to refer specfically to the objective of mental health.

Evidence of the alertness of a staff of teachers regarding the mental health of their pupils, that is those factors which make for security or insecurity, is to be found in the following three areas: (1) the attitude of the teacher toward motivation or purposeful activity; (2) the attitude of the teacher toward penalties and rewards; (3) the degree of honesty in the basic social relationships between teacher and pupil, between pupils themselves, and between home and school.

The first of these, the attitude of the teacher toward motivation or purposeful activity is now rather generally accepted in all but the reactionary schools and colleges. That this latter group are now self-styled essentialists is a hopeful sign, since the name crystallizes this clan and may lead

to a clearer definition of just what the essentials of education really are! Just as purposeful activity has ever been a chief psychiatric remedy for maladjustment, so normal children, vexed as they are by many minor but significant emotional disabilities find escape and satisfaction in effort that is directed toward the fulfilment of a recognized purpose. Some one has defined purpose as the magic which links effort to achievement. Both the third grade boy who strives to learn to read by overcoming a recognized disability in this field and the twelfth grade boy who elects to study the contribution of pile-drivers to civilization are helping themselves to wholesomeness of personality by achieving through satisfaction both security and an antidote for frustration.

▼

A group of girls who became discouraged because of their inability to cope with the intricacies of chemistry and French found such success in the field of the theater arts, in writing and acting plays, in making costumes and designing stage sets, that wise cooperating teachers were able to transfer these interests to chemistry and French, thereby preventing failure and inferiority. Another girl almost wholly lacking in academic aptitude and personal charm found such success in helping in the library and so earned the admiration of her fellow students that she was elected to a prominent position in the student organization. A group of girls who entered a physics class with dread of failure found immediate security in being given an old piano to dismantle and study sound production.

Another kind of security greatly needed, especially in our high high schools, is to be had by providing additional-help teachers so that weaknesses in skills can be removed thereby preventing failure. Too often teachers are relying on pupils' low I. Q.'s to excuse their own faulty instruction. When experiments, like those at the University of Iowa, are under way which tend to discredit the whole idea of a fixed I. Q. we should be extremely cautious about dogmatic statements regarding the innate ability of pupils.

If, then, mental health has been established as one of the primary objectives of the school, such questions as the following will be constantly before the teacher in his attempts to choose methods and materials which will be in harmony with the basic needs, interests, and purposes of his pupils:

Do I know these pupils well enough, both through subjective and objective diagnostic procedures to help them select wisely the kind of school experiences they need?

Do I realize that such experiences need to be planned for individuals and small groups rather than for large classes as a whole?

Have I surveyed the life of the school and the community to find related experiences which will give drive and meaning to the more formal activities of the classroom?

Do I capitalize these extra-class room activities to develop in children that sense of responsibility which is the chief source of healing most needed for the ills of immaturity?

▼

In the *second* area of penalties and rewards, much progress has been made in the past five years, although scholastic Puritanism dies hard. Only the other day I heard of a child in a prosperous suburban elementary school who was required, as a punishment for having whispered, to write, "I have whispered" a thousand times. Teachers continue to overlook causes and to punish superficial forms of misconduct. Teachers continue to regard extreme docility as a virtue instead of a vice, just as some of the teachers in so-called progressive schools confuse freedom with disorder.

There are, however, hopeful signs that we are beginning to look below the surface of trivial forms of misconduct to find the forms of maladjustment that are the real source of trouble and to apply remedies that are intrinsic rather than extrinsic.

In this whole question of penalties and rewards we are again dealing with faulty motivation. We attempt to bolster up with every kind of artificial incentive what ought to be stimulated by natural interests.

▼

It is said that Washington Allston in his studio at Cambridge had various "texts for reflection" pencilled on the walls. Among these texts was this: "The only competition worthy of a wise man is with himself."

Individual competition with its divisive and disastrous effects upon young children is still the mainspring of educational endeavor. "How does he stand in his class?" is the anxious query of parents who should be more concerned with "How is he developing?" The substitution of qualitative analysis for quantitative symbolism would go far toward removing the dangers of the pseudo-accuracy of a competitive marking system.

The modern teacher no longer relies chiefly upon fear and authority, nor even superior wisdom as her source of influence, but upon understanding and insight. Guidance is displacing external discipline. The old harsh discipline was a frequent cause of emotional disorder. It not only bred fears, evasiveness, and a lack of faith in adults; it also failed to develop those inner controls which are the indispensable attributes of a maturing personality. It fostered dependence upon adults when independence was needed. It created a gap between youth and age which ever has been a chief barrier to a sound, healthy development of personality. It has led to furtiveness, concealment and hypocrisy both in children and adults.

The friendly mutual trust to be found in the relationships of our best modern schools is the flower-

ing of a new philosophy of mental hygiene. Among the pupils themselves fair-play is displacing feuds; cooperation is taking precedence over competition; frankness and wholesomeness in boy and girl relationships is replacing the secret, unwholesome sex attitudes of the traditional school situation. From the kindergarten through the college in the more progressive schools, social adjustment has succeeded the tragically abnormal difficulties which the stern, unsympathetic, disapproval of a maladjusted teaching profession created.

The degree of success in these critical matters that has been thus far achieved is explained not only by the new morale of the school, but by the frank recognition by the latter, that after all the school plays only a minor role, as compared with that of the home. The school derives its strength from expertness; the home, from affection. The school with all its resources can only help to modify and direct the basic attitudes derived from family life. For example, pride in one's family is an almost essential factor in the development of family life, a pride that transcends race, creed, or economic status. There is the classic illustration of the Ruggles family. You will recall that when the Ruggles children were about to leave for the Christmas party at the Birds', the parting injunction of Mrs. Ruggles was: "Never forget that you are a Ruggles!"

▼

One of the vitally essential elements in the training of teachers should be instruction and experience in the techniques of dealing with parents. Most parents themselves are in need of security in dealing with the school. A man may be the head of a great corporation but be anxious, defensive, and ill at ease in the presence of a school principal and fourth grade teacher. A wise teacher can deal frankly with the most tense and difficult home and school problem and still inspire parents with a feeling of confidence and good will. Good teachers are never "upset" by parents' criticisms nor by vexatious problems. They are as calm and reassuring as a physician in the face of critical illness.

"The modern teacher no longer relies chiefly upon fear and authority, nor even superior wisdom as her source of influence, but upon understanding and insight. Guidance is displacing external discipline. The old harsh discipline was a frequent cause of emotional disorder. . . . It failed to develop those inner controls which are the indispensable attributes of a maturing personality."

The modern school, then, that accepts mental health as one of its major objectives, uses every opportunity to help its parents to understand the philosophy of the school, to understand the development of children, and, what is possibly most significant of all, to aid parents in regarding objectively their own problems. The newer point of view, moreover, regarding home and school cooperation is that it is like a two-way street. Traffic should move in both directions. The school has as great an obligation to understand and cooperate with the special functions of the home, as the latter is expected to do with the school.

▼

Mental health, broadly interpreted, is coming to mean the dawn of a new era of refreshing good will in this strange triangular adjustment of parent, teacher, and child.

Significant progress has been made during the past five years in the analysis of personality traits by *written tests*. Much of this successful experimentation has been done by Dr. Ralph W. Tyler's Evaluation Staff at Ohio State University in connection with the Eight-Year Study of the Progressive Education Association.

Anecdotal records are being utilized in several schools to yield significant supplementary evidence of an objective nature regarding growth in personality. A large number of such records collected over a sufficiently long period of time to make them typical rather than exceptional afford rich resources with which to compile reliable descriptive summaries.

The *case study*, either as a scientific analysis by a trained psychiatric observer or as the mere subjective summary of a skillful teacher is too well-known a form of evaluation to need description here. It is important to note, however, that this interesting and helpful form of behavior description is finding increasing favor in the cumulative records of many modern schools.

Modern teachers, equipped with a philosophy of mental hygiene, are finding several different ways of recording developmental changes in the emotional characteristics of pupils.

The need for guidance clinics on a state-wide basis for the diagnosis and treatment of the more critical behavior difficulties is, of course, an urgent one. All the energy of enlightened educational leadership should be directed toward the establishment of such clinical centers. Modern civilization with its mad whirl of complexity for the individual has precipitated a range and variety of emotional conflicts that are likely to turn out disastrously for society as a whole, as they have turned out disastrously for thousands of individuals, unless mental health becomes as primary an aim of the school as physical health is now considered.

Chemical Baseball

HAROLD J. TORMEY
St. Bonaventure, New York

DURING the same week in which the World Series was scheduled to be held several years ago, a particularly important science talk was scheduled for broadcast by radio. I had arranged for one of my science classes to hear this science talk, and had installed a radio in one of our classrooms for that purpose. Unfortunately for me, a more powerful station carrying the broadcast of the World Series all but shut out the station carrying the science talk, much to the poorly concealed delight of some of the students. This incident led me to wonder if it would not be possible to develop some for the usually deadly dull review which would keep the elements of baseball and thus perhaps secure for the usually deadly dull revieu the interest and enthusiasm shown for baseball.

Several attempts along this line led to the evolution of what we christened "Chemical Baseball."

The device is operated as follows: About a week before the review (or game) is scheduled, the instructor explains the procedure as outlined in this article. The instructor then selects two of the outstanding students of the class, one to captain each team. The instructor then tosses a coin and asks the captains to call the toss. The winning captain gets first choice of a player, the losing captain selects a player, and so on until all members of the class have been elected to either one team or the other. The captains, in consultation with their teams, are then asked to select a team name. The instructor may suggest for team names the names of men who have been on opposite sides of some famous controversy in the subject being studied by that particular class or the names of local rival baseball teams, the members of both teams are then instructed to prepare a list of questions suitable for review of the sub suitable for review of the subject at hand and limited to such portion of the subject as the instructor may elect for review. It is advisable to instruct the students to make questions short, direct, and to the point; also, to select questions such that the accuracy of the answer may be easily and quickly determined.

Some time prior to the hour at which the class is to meet for the game, the instructor draws on the blackboard a baseball diamond, a box score form, and an individual scoring form.

When the class reports for the game, the members of the opposing teams should be seated on opposite sides of the room. The captains are then asked to submit a batting order, and this is placed on the blackboard as furnished by the captains. The captains are asked to call the toss of a coin, the winning captain electing to bat or field. The side at bat is then instructed to close all books and notes and lay aside all papers; the side fielding and pitching may use books, notes, and must have ready the lists of questions prepared for the game. The game is then started by having the lead-off man asked a question by the lead-off man of the pitching side. Each fifteen seconds counts a strike and hence if no answer is given by the end of forty-five seconds, or if a wrong answer is given during that time, the batter is out. If a correct answer is given, a run is scored for the batting side. If a partially correct answer is given, the player is placed on first, second, or third base according to the degree of correctness of the answer. If there are players on base, and a batter scores a home run (correct answer), the players on base are brought in ahead of him just as in baseball, but no credit is given in the *individual* score sheet for runs brought in ahead of a player. If a pitcher is obviously confused over the meaning, or terms of his own question, or if the question is obviously and intentionally outside the scope of the review, a pitcher's balk is called and the batter placed on first base. When the side at bat has accumulated three outs their half of the first inning is over and sides are changed, runs made being marked up in the box score. The game is thus continued for the regulation nine innings or whatever time is available.

There are a number of interesting educational features in this game. The first of these is the order in which players are selected by the team captains; this constitutes practically a self rating of the class or at least a rating of the class by the two best members of it; it is well worth while for the instructor to note this carefully for future use. The preparation of the questions in itself provides a review of the material and a selection of the outstanding features approaching outlining in its review value. It will be found that at first the student has a tendency to make questions too long and involved, several questions being frequently incorporated into one. Possibly the training in asking questions here afforded is of some value. Stu-

dents should, of course, be instructed to attempt to answer their own questions within the time limit of forty-five seconds before including them in the list of questions to be used in the game. To stimulate each team to greater effort, some suitable award, such as exemption from some forthcoming regular examination, may be offered for the winning team. This added incentive often results in a transfer of pressure on the laggards in class from the teacher to the laggard's teammates; a sense of team play and cooperation may be developed and the laggard will often make more effort to avoid letting his teammates down than he would otherwise. The limiting of the time allowed for answering the questions develops the habit of concise answers, as well as answering just what is asked.

As a further incentive to individual effort, some suitable award may be made to the individual who gets the highest batting average. Suggested award for this individual is exemption from a regular quarterly or semester examination.

The umpire (instructor) will find it convenient if not necessary to have assistance in handling the game. Rapid handling tends to prevent the play from becoming dull and dragging. This assistance may be furnished by a student from some other class, a colleague, or an assistant in the Department. The assistant may time the batter, keep the individual score, and record the runs, hits, and outs as accumulated each half inning. The umpire scores the play and indicates the next pitcher and batter to come up.

It is suggested that ample space be allowed for the diagrams to be put on the blackboard and that the squares representing the bases be made large enough so that it will be possible to erase within the squares without disturbing the boundary lines. By so doing when a base is occupied or vacated, the mark to indicate this may be made or erased without destroying the diagram.

There is undoubtedly room for considerable improvement in this device, and to this end the author would appreciate the receipt of any comment, criticisms, or suggestions from teachers who try this device as well as a note as to the response received.

I. Try Teaching Humor

ALICE I. MURRAY
Minneapolis, Minnesota

I HAVE a new 7A class in Literature this fall. It came to me so solemn-eyed and serious, so pensive and lugubrious that I wondered what in the world its back-ground in reading had been. There was no eager anticipation of good things to come. "I must begin immediately," I thought, "to banish gloom and 'drive dull care away.'"

In order to arouse the younger's interest and stimulate their imaginations, I read story after story to them, the most comical I knew. I sought to snare childish fancy with The Ransom of Red Chief, (than which there is no funnier). For them The Elephant's Child frisked amiably across America with his "mean, mean nose" seeking to satisfy his "satiable curtiosity" as to what the crocodile had for dinner. The Ship-wrecked Mariner, "a man of infinite resource and sagacity," jumped and thumped, howled and prowled and danced horn-pipes where he shouldn't, down in the whale's "deep, inside cup-boards." But I could arouse only passive smiles. The Purple Cow and Old Father Williams drew small flickers of animation. While the "Ballad of the Oysterman," was simply lost on that desert air. I read with all the zest and fervor at my command. But upon the conclusion of my best efforts, I would have the impression that as the class left me, it seemed to be saying, "And you think that's funny."

I deluged them with lists of poems, books, short stories, all full and running over with comedy, burlesque, the droll, the absurd, enough to tickle any child's funny--bone. I suggested that within a week, each pupil bring to class the book that most appealed to him, and read its best laugh-provoking pasage to us. "That will give them time to absorb what I have been feeding them," I mused. "After it has percolated for awhile, the response will come. It's bound to. I've done all that leading educators advocate must be done to encourage enjoyment of reading." Smugly I turned to my note-book. Aha, here it is, "Reading to Enjoy." My eye flew down the carefully arranged outline. I had religiously followed its every step.

The day appointed came. The class filed in. Eagerly my gaze flitted over the group and lit on an angel-faced imp. He looked like a good bet. Brightly and with an expectant air, I began. "Well, Harold, what have you brought with you today? "Nothing," said Harold. Slightly abashed I continued. "But why?" Laconically came the answer: "Because I don't like humorous books."

Thinking it wiser to drop the matter and get on with the lesson, I turned to bland-eyed Ethel. Assuming an attitude of jollity and light-heartedness, I queried her. "I have Edward Lear's Nonsense Book with me," she answered. Eagerly I jumped at that straw. "Good. Do read to us some of his poems that you got the most fun out of." Stolidly she replied, "I didn't get fun out of any of them." I gulped. "But surely, Ethel, there must be one or two that appealed to you." Derision weighted down her lips. Emphatically she shook her head. "No, not one."

Dismay filled my heart. What was wrong? Well, no matter. Undaunted, I turned to Vernon. On his desk lay Tom Sawyer. No chance here for a slip. My mind quickly conjured up scene after scene of Tom's "funny business." The white-washing trick, his caperings before his little lady-love and funniest of all, their own funeral service that Tom and his friends attended. Fatuously I smiled at Vernon. With a shy grin he came forward, book in hand, ready to entertain us with his own particular choice from boyhood's classic. Complacently I settled back in my chair. Surely now we had the right impetus to start us on the Humorous Way.

With a fine flair for the dramatic, Vernon sets the stage. The scene, a grave-yard, at midnight. Characters, Tom Sawyer and Huckleberry Finn who have come to rid themselves of myriad warts through some mysterious rite all their own. On hearing a muffled sound of voices floating up from the far end of the grave-yard, the boys crouch behind a group of elms. Into their horrified line of vision come three figures with a wheel barrow and a lantern, young Doctor Robinson, drunken Muff Potter and the half-breed Injun Joe. The men began to open a grave. A spade strikes a coffin. They hoist it to the ground. They pry off the lid. They dump out the corpse. The pallid face is exposed as the moon drifts from behind the clouds. The body is placed in the barrow. The conspirators are ready to leave when a quarrel arises as hot words cross and recross. The doctor's outshot fist fells Injun Joe. Muff Potter leaps forward dropping his knife and grapples with his friend's adversary.

Vernon's voice cuts through a silence that it trussed up with avidity. "Injun Joe sprang to his feet, eyes flaming with passion, snatched up Potter's knife and went creeping, cat like and stooping, round and round about the combatants, seeking an opportunity. All at once the doctor flung himself free, seized the heavy board of William's grave and felled Potter to the earth with it. And in the same instant the half-breed saw his chance and drove the knife to the hilt in the young man's breast. He reeled and fell partly upon Potter, flooding him with his blood, and in the same moment the clouds blotted out the dreadful spectacle and the two frightened boys were speeding away in the dark."

The young reader stops. It is so quiet I can hear the clock tick. The tension is all but tangible. Forty pair of eyes clutch at Vernon. He goes to his seat. With one accord the children turn to me, disappointment and regret written on their faces. The astonishment and dismay that had surged up in my breast as the story unfolded, recedes. The class is right. Why should Vernon read that gruesome, blood-curdling stuff when these poor babes wanted to laugh? I am ready to be their spokesman, to expostulate with that foolish boy. A sound snaps the tension. It comes from little Orla Weeks piping up breathlessly, "Oh, please, Mrs. Murray, please read more. Don't stop. Do they catch Injun Joe?" Voice after voice clamors for more of poor Muff Potter, the town's sodden derelict and the treacherous, murdering Injun Joe.

And as I silently take the proffered book, Humor that mad-cap sprite, that unwanted guest, sadly doffs her cap and bells, clutches her gay fripperies tightly about her and steals silently away, unknown, perhaps never to return.

The above incident provided me with much food for thought. "What," I wondered, "has brought about such a radical change in the minds of children so that they cannot recognize nor appreciate humor when brought face to face with it?"

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As late as two years ago my literature classes and I were enjoying humor together. My seventh graders always asked that I read aloud the *Pooh* books to them. And I was always glad to do so. I cannot see how younger children can appreciate those stories of Milne's. They have a subtleness of humor running in and out of the words that calls for more mature minds to grasp and enjoy. There is a delicacy to the fun that I tried to foster. Often when reading aloud of Winnie and his friends, I would hear the youngsters repeating a word or phrase after me that they particularly enjoyed as though rolling each on their tongues much as one does a luscious piece of candy, the better to relish its full savor. Good proof I felt that the delightful nonsense of the story was touching them.

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I never shall forget the day I read Chapters One and Two of *Those Plummer Children* to a group. Tears rolled unrestrained down our cheeks as gale after gale of laughter rose and fell. At times I would have to stop until we could compose ourselves. It is a book one mentally hugs to one's bosom in joy.

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Are those days gone forever? I have listened to many radio programs for children and aduits. They are very enlightening. Adults are fed asininities as a general rule, boys and girls horror, gangsters, gun-men, bandits, adventurers to mythical regions where

dangers abound. Much noise accompanies these broadcasts in the form of barking guns, exploding bombs, crashing worlds and so on.

Humor in the movies? The most blatant form of slapstick. I often listen to the laughter of an audience in response to what it sees on the screen. And I feel that the people are striving to enjoy even the most gauche attempts at humor. And the laughter has no character to it.

"Funnies" in the news-papers? A repetition for the most part of what one hears and sees over the radio and in the movies. And worse than these comics in the news-papers are those paper-bound booklets that can be bought at any Ten Cent Store. I have often looked through them, trying desperately to be fair, to find what attracts the children. But I am looking for humor and I never find it. And I often study the face of a child as he pores over one of these Magazines. Seriousness is the paramount emotion depicted on his face.

What wonderful channels for humor these agents could be! I feel that there are unexplored depths for good that these mediums can do to promote humor in its gayest, happiest forms.

Every Teacher a Teacher of Reading

RANDALL R. PENHALE
Principal of High School
Iron River, Michigan

This article is based on observations made while Mr. Penhale was a teacher at Negaunee, Michigan.

SINCE the pioneering investigations of Huey, Thorndike, McCall, Girbes, Gray, Lyman, Judd and the invaluable Thirty-sixth Yearbook and the more recent studies of Dr. Stella Center and President Hutchins, three conclusions have been pushing their way into our professional midst: (a) the ability to read well is at the very root of progressive social life, (b) reading is a skill which must be developed continuously through life, and (c) it is a very complex skill taught with many difficulties. These conclusions being true, it is to be hoped that in the present movement for the reorganization of the public school curriculum, reading will be given a position of top importance.

When one reads such startling announcements as that of Jacobson and Van Dusen[1] to the effect that of 150 freshmen in a large high school 83.3% were below their reading grade level, and Dr. Stella Center's[2] survey which showed that 79% of the freshmen in a New York City high school were below standard, and when President Robert Maynard Hutchins[3] reports that at least 10% of the students at the University of Chicago High School were "functionally illiterate," the situation demands action of a very constructive nature. If any local school administrator still doubts the need for such action, he should inaugurate over a period of two or three years a carefully planned program of standardized tests and measurements.

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Believing that a good vocabulary is the very foundation of an ability to read, which in turn largely determines success or failure in academic subjects, we administered in 1936-37 the Inglis Vocabulary Test to our entire student body at the Negaunee (Mich.) High School; approximately 345 pupils in grades nine to twelve. The following results more than convinced us that one of the greatest needs of students was a larger stock of everyday words. We found, for example, that 40% of our freshman class were below the Inglis norm, the sophomores 58%, the juniors 53%, and the seniors 69%. In the succeeding year (1937-38), we found that these same students, now a grade advanced, showed up as follows: in grade 10 the percentage below was 41.3 (compares with the 40% aforementioned); in grade 11 the percentage below was 54.3 (approximately a 4% reduction from last year); in grade 12 the percentage below was 49.3, indicating a gain of about 4%. With the exception, then, of one class, there has been definite improvement which, if continued, should affect students' reading ability appreciably.

We also gave the Iowa Reading Test. We discovered that in 1936-27 the percentage of students in grade 9 who were below normal for their grade was 32.8, which in spite of our best efforts, increased in 1937-38 to 44.4%. These figures are reconciled by the fact that they are being compared with national norms based on results obtained from tests given at the end of the year. *In Negaunee, the tests were given in October* so that the results could be used diagnostically as well as remedially. In grade 10 during 1936-27 the percentage below was 14.4

[1] P. B. Jacobson and E. C. Van Dusen, "Remedial Instruction in Reading in the Ninth Grade," *School Review*, Vol. 38, pp. 142-146.

[2] Stella Center, "A Federal Project in Silent Reading," from a convention paper reprinted in *The English Journal*, January, 1937.

[3] From his talk at the New Jersey Teachers' meeting, fall, 1936 quoted by the *Chicago Daily Tribune*, November 16, 1936.

which increased to 28.9. In our graduating class the percentage of sub-normal readers that year was 28.4.

Fortunately, the picture is more to our liking when a study is made of the following table of grade medians for 1937-38.

While our English teachers are obviously making a real contribution toward the improvement of reading ability, the improvement is not as consistent as we should like it. In a given year a grade may make an improvement of perhaps 10%—only to lose it the next year. It is this situation which disheartens English teachers, and moves me *to plead for a nation-wide concerted movement on the part of all teachers, regardless of the academic subject they teach, to take a hand in the mechanics of reading.*

Until now, this responsibility has been thrust upon teachers of English. When school attendance was lower and classes proportionally smaller, the task was probably within the reach of such a limited group of instructors. In 1910, for example, the secondary school census was approximately 1,000,000. Today it is 7,000,000. In 1910 only 10% of our boys and girls between 15 and 19 years of age were in school; today the percentage is between 65 and 70.

First, English classes are too large for teachers to effect any noticeable improvement in the reading ability of each pupil. Second, the types of reading young people must do today are so varied that even if a fair degree of efficiency is developed in one or two types, as, for example, literary prose and poetry, this training does not transfer fully to other types, such as, science, mathematical explanations. Third, the English curriculum is, and has always been, overloaded—in many schools it is a kind of donkey for the excess baggage of other departments—so that if instruction is left with English teachers, the job can not be done satisfactorily.

There is but one avenue open to school administrators and teachers if reading retardation and other deficiencies in comprehension and interpretation are to be appreciably reduced: the job of teaching reading must be given a place in the daily schedule of every instructor, the success or failure of whose classroom instruction depends upon the ability of his students to glean meaningful ideas from the printed page. We can no longer presume that having received instruction in reading in grade school, boys and girls retain this elementary training and that it is adaptable to the types of reading assigned them in high school. Knight and Traxler[1] support this contention. To quote: "Routine habits are, of course, basic and usually have been reasonably well mastered in the elementary grades" but "beyond the first habits lie many skills to be developed—skills often unrecognized by the student and too often *assumed* by the teacher." A definite apportionment of class time must be given throughout the whole school year to the development of techniques of study for particular subject matter. It can not be done as a unit at the beginning of the year and then cast off with a shrug of the shoulders as if to say, "There! Now I have taught them to read botany!"

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Among the most important items to be mastered is the vocabulary peculiar to each subject in the curriculum. A helpful technique is to prepare lists of terms, words, phrases, and idioms, usually found in textbooks and heard in class discussion, mimeographed copies of which should be given to students at the commencement of every new course. Examples of such lists are those printed by Knight and Traxler in "Read and Comprehend"[1] for use by classes in English and American literature, history, and science. From the instructor's viewpoint they facilitate the planning of courses of study. Students desire the lists because they are able, first, to get a bird's eye view of each new course, and, second, to know definitely what terms they will be required to master if satisfactory grades are to be obtained. It goes without saying that a student's vocabulary would be enlarged appreciably.

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Miss Ruth Strang in "Study Type of Reading Exercises"[2] makes a splendid contribution to this kind of material. She has supplied brief chapters dealing with the reading of mathematics, foreign language, history, science, and poetry. She makes much of the point that we "read for many purposes, each of which demands a different method of reading."

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Vocabularies can be further rejuvenated by the continuation in the high school of an old, but most desirable practice—the constant use of a good dictionary. It has been my experience that only the better students make use of this tool. We need to teach students the use and understanding of diacritical marks, guide words at the top of each page, the use of homonyms, antonyms, and synonyms, and how to select the appropriate definition.

To the time-honored recommendations of Lyman, Gray, Judd, Gates, and others with reference to the need for development of eye span, concentration span, and rate, there is another technique which will do much to develop general reading efficiency—the precis. It compels boys and girls to read thoroughly and then to summarize concisely, yet completely, what they have read. It will discourage the type of careless reading students do today. Samuel Thurber describes the precis as one technique which will do much "

[1] Read and Comprehend—Knight and Traxler—Little Brown and Company.

[2] Study Type of Reading Exercises—Bureau of Publications, Teachers College, Columbia University, New York City.

discourage hasty, thoughtless skimming of words which leaves in the minds of youth neither clear-cut image nor abstract idea."[3] To this writer, the precis or summary is, at least, one method which can be incorporated into the classroom activity of every instructor. It requires few directions, takes little time, and accomplishes much. I have found it particularly helpful as a means of discovering the type of student who for various reasons needs special tutorial attention.

In Negaunee we found "Experiments in Reading" by McCall—Cook—Norvell[4] very helpful instructional matter although somewhat difficult. In some of our classes the lessons are given as a unit in the fall of the year followed by the usual work in literature. This is in keeping with the stated purpose of the "Experiments" which is "to develop skills prerequisite to the enjoyment of literature and also skills needed to lift the level of achievement in other subjects." Considerable improvement was noted.

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Although not new, the *Student's Guides* which accompany each volume in the *Literature and Life* series[5] have been in my experience especially helpful as a stimulator of careful and discriminating reading habits. The prospectus tells the truth when it is claimed that the "*Guides* focus the pupil's attention on significant facts and ideas . . . help him to see ideas in their relationship to each other and to his own experience." Arguments against study helps like those for "Literature and Life" are that they are analytical to the extent that they diagnose to death what is otherwise a beautiful selection, that they kill all sense of enjoyment, and finally that they fail to develop literary taste. True. The workbook does not seek to develop tastes; *that* the instructor must do when he is sure that his pupils are in possession of significant facts. I have found them of great assistance especially in the junior and senior years.

It should not be concluded, however, that the development of reading ability is a problem for the instructor only. I believe the number of school administrators is increasing who contend, and I concur wholeheartedly, that students should be urged, perhaps required, to remain in school an additional semester or longer, if necessary, until such time as they have proved by a series of standardized tests that their various abilities, i.e. reading and vocabulary, are average or above. Wisely administered, such a requirement would place the responsibility where it should be—on the students. They are the ones whom we ultimately hope to benefit. Teachers have a right to expect that *they* exert some effort.

[3] Precis Writing for American Schools—Thurber—Little Brown and Company.

[4] Experiments in Reading—McCall—Cook—Norvell—Harcourt, Brace and Company.

[5] Student's Guides to accompany Literature and Life—Greenlaw-Miles—Scott-Foresman.

School Plant May Hinder Learning

Robert Deardorff

THE average school student, by the time he has reached high school graduation, has spent some 13,000 hours in one school building and another. These 13,000 hours are universally conceded to be among the most valuable and impressionable in his life, and in most cases they are spent in physical surroundings which impose an unnecessary and at times harmful strain upon students and teachers alike. The fact is that while the school curriculum has undergone a great deal of change since the turn of the century and has been broken down and altered the better to meet individual student needs, the school building itself has not kept pace with that change. Recent investigations suggest that successful as the new curriculum work has been, its effectiveness could be greatly increased by greater emphasis upon purely physical aspects of education—the school building.

At least two-fifths of America's school buildings were erected before 1900. According to a survey made in 1934, 42 per cent of them are over 35 years old and 8 per cent over 65 years old. They were built to cover instruction in the three R's, and many of them are woefully inadequate to the more diversified range of modern education. Such inadequacy throws a great deal of light upon many of the problems of teaching. Improvement in plant equipment is bound to be reflected in an improvement in educational results.

Consider two of the basic requirements for a modern school—acoustical treatment and improved lighting. The majority of the school rooms in use today are extremely deficient in these respects, and much of the strain of teaching and studying can be traced directly to them.

Recent experiments have shown that sound treatment of walls and ceilings, especially in vocational education rooms, is absolutely essential for the most efficient teaching results. Many schools, especially in urban centers, are plagued with traffic and industrial noises which yearly grow more intense. A survey made a few years ago in New York City found

that at least 30 per cent of the city's school rooms were rendered useless because of noise, and even in suburban districts and small towns noise inside and out of the building presents a difficult problem. Only in recent years have we begun to learn how great a threat it is to effective school work, especially in the noisier school rooms, such as manual training rooms, typing rooms, cafeterias, recreation rooms, kitchens and so on.

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Experiments conducted by Dr. Laird at Colgate University have shown that mental work in a noisy environment takes 19 per cent more energy than the same work done in reasonable quiet. Noise causes greater fatigue and results in more errors. Tests at Bellevue Hospital in New York show that a sudden sound jumps the pressure on the brain to four times normal, causes tensed muscles and produces a general fear reaction detrimental to work and even to health.

Additional research was done at Riverdale Country School in New York to translate such results into terms of student concentration and efficiency. Selected groups of students were given reading tests and subjected to loud noise conditions, and it was noted that noise caused a loss of over 7 per cent in the ability to comprehend the material read. This percentage was for visual instruction. It would undoubtedly have been much greater had the instruction been of an audible nature.

Such experiments only express in scientific terms and accurate measurements the annoyance and distress that noise has always caused. Schopenhauer declared that "noise is the true murderer of thought." Carlyle dreaded the sound of the cock-crow so intensely that he had a sound proofed room made to work in. Herbert Spencer used to plug his ears with wool, declaring that "you can guage a man's intellectual capacity by the degree of his intolerance of unnecessary noise."

To correct noisy conditions the modern school must be equipped with some type of acoustical material that will soak up noise. Such treatment can easily be applied to upper walls and ceilings of old buildings and, in consideration of the benefits obtained through greater quiet, the improvement is extremely economical. In addition to acoustical treatment, however, noise-producing rooms such as the cafeteria, gymnasium and auditorium should be grouped as far away as possible from study and recitation rooms.

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Another deficiency of the present day building is the inadequacy of the lighting system, both natural and artificial. Difficult seeing is a drain on physical energy and often results in nervous disorders and undue fatigue. The best school work can not be done under such conditions, and it is a startling fact that such conditions exist in a great number of schools today. This is particularly true in vocational education classes, especially in sewing and drawing rooms and the like, where even shadowless light is extremely important. Even on a bright day the chairs and desks farthest from the window generally do not receive the proper amount of light, while those nearest the windows alternate between confusing shadows and brilliant glare.

To overcome such handicaps more lighting fixtures need to be installed and controlled by separate switches, so that the section of the room farthest from the windows can be lighted even when artificial illumination is not required elsewhere in the room. The fixtures should be spaced closer together than has been the custom so that cross shadows will be eliminated, and the bulbs should be less powerful to reduce glare and secure an even, soft light. With such an arrangement the electricity consumption is generally not greatly increased, and much better seeing conditions result.

The ceiling and upper walls of the room are as much a part of the lighting system as the fixtures themselves. Instead of the white polished surfaces so frequently encountered in the past, they should be painted in soft cool colors to reflect light without glare.

In class rooms where the blackboard is used extensively special lights may be necessary to illuminate it and eliminate shadows and make seeing easier from the farthest corners of the room.

In addition, greater window space is needed. Windows should be placed more closely together and should extend most of the way from floor to ceiling. In many of the newer buildings entire walls of glass tile are used and they have proved especially useful in sewing, drawing and typing rooms.

These are basic improvements which can easily and inexpensively be made to existing buildings. Once made they last for the life of the building and result in greater efficiency, less strain and nervous fatigue and improved health. Their importance is only accentuated by the fact that they are so frequently minimized or overlooked entirely.

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There are, of course, other building requirements of great importance for proper teaching. Perhaps the majority of buildings in use today can not provide adequate facilities for vocational education. In addition, they frequently lack lunch rooms, medical quarters, recreation rooms and adequate outdoor play space. In short, while the school building has changed a great deal since the little red school house days the average building today has still not changed enough to keep up with improvements in teaching technique. The old fashioned school could get along very well with stationary desks, but now in the more advanced schools where the teacher seeks to identify himself with his students by working with them, constructing, sewing, cooking and so on, the class room

must be altered to accommodate this new freedom of movement. As a result, moveable tables and chairs are one of the innovations of the modern school.

In addition to class rooms and work shops, the modern school should be so altered that it can serve as a community center. It should contain a public library and a clinic, each opening directly on to the street as well as into the school proper.

The rooms themselves should be made as attractive as possible, with plenty of book shelves, for example, and attractively colored, non-glaring walls. In place of the all too regulation brown or glaring white, softer, more subdued colors are suggested as being better for eyes and artistic sensibilities alike. Every effort should be made to get away from the rather grim, dull institutional character of the building and the class rooms. More play space should be provided, and in the earlier grades class rooms should open directly on to play rooms and out of door play spaces.

Each year roughly two hundred thousand more children have entered school than in the preceding year—a gain of one per cent in attendance. And they stay in school longer. There has been a 4 per cent gain in high school enrollments each year since 1928. That means that more buildings will have to be constructed shortly and existing buildings altered. Because of the great effect which physical surroundings can have on teaching efficiency and health, the greatest care should be taken to make the new buildings truly modern and to alter the existing ones.

Pupils Paint Their Ideal Teacher

JOHN TIMMERMAN
Christian High School
Grand Rapids, Michigan

NAPOLEON once complained about an ardent intellectual of the revolution that she taught folks to think to whom it would otherwise never have occurred to do so. A poll of student opinion on the ideal teacher disturbs the smug orbit of a teacher's thinking as well. We may even have been thinking intensely about it—so intensely, in fact, that we have become doctrinaries in the matter; and such a poll gives us a salutary jolt. It is so natural to set up self-accommodating criteria about what a student ought to want, and then to prove to ourselves by the highest philosophical principles that that is actually what the student does want. It is so extraordinarily easy to believe anything that makes us comfortable; and since every teacher knows how much need of that he has, illusions about our charges often constitute that veil of make-believe we need to fulfill the day's demands.

Whatever interest may attach to this attempt to discover what high-school pupils like in their teachers will rise primarily out of the artlessness and spontaneity of the responses. The demands are not unusual or freakish, but often fresh and stimulating and full of human interest.

Last year while teaching in a small secondary school, I asked the students, 160 in all, to state without premeditation the qualities they most wished to see in their teachers. Then I attempted to arrange the responses and to deduce some practical suggestions. The results follow.

One might introduce the material with the sage remark of one student who recognizes the power and presence of mood in the matter of his judgment. "My affections to my teacher change as much as the sun's positions. When I know that my work is incomplete and not satisfying, I come into the room with a slight grouch. Every pupil that's human does so and I'm human. When I come into class with my work prepared, I have all kinds of affection to my teacher."

Of teachers in general, a student, with discerning acid in his pen, comments, "Some teachers seem to be pests and some are fairly good." Of those that are fairly good another expects, "Nothing particular except all should have a nice personality and everything a teacher should have." We agree that the ideal teacher should have everything. Conning the demands, I found four general maxims that would go as far toward acquiring that everything as anything else. They are:

1. "not too much domineering power"
2. "no hatred"
3. "the teacher is happy but not too happy"
4. "keep your head cool."

Might it not be well to add to the last "and your powder dry."

In discussing the general attitude the student likes in every teacher, the emphasis uniformly and impressively falls upon a broad, deep, and intelligent sympathy. As the students put it, "I like a teacher who can sympathize with the ideas of people younger than himself," or, "I like a teacher who remembers he or she was once our age," or, "I like a teacher who makes friends of the students." The golden rule is the practical expression of this sym-

pathy. The good teacher "should act towards the students as he would want a teacher to act toward him." The child wants no varnished faces and a distant disdain but a good companion.

Besides sympathy with the student the teacher should generally exhibit a cheerful smile. He should not go as if to battle with personal triumph at stake, grimly insistent upon proper regard and attention. As they state it, "A teacher should be gay and happy at all times, never grumpy," or, "not cranky on rainy days." Apparently realizing the Utopian character of such wishful thinking, a young and sympathetic Daniel states, "I expect him to be always cheerful, except when he has reasons for not being."

Too often the teacher craves the dignity and authority of a Nazi captain of heavy artillery. The students hate pomposity and personal authoritarianism. They hate the attitude which practically says,

> "I am Sir Oracle
> And when I ope my lips, let no dog bark."

As one urchin, doubtless remembering the acidulous retort of offended dignity, states with wistful mood, "A teacher could be respectful to a student." Or as one student doubtless faced by that frigid look of importance remarks, "It would be nice if on certain occasions teachers would forget their dignity."

The youngsters have an eye for externals. They hate the shadow of a stubble on the chin. They dislike lawless trousers or a frowsy dress. Their insistence upon neatness is surprisingly frequent. I found it on every page. And it is a neatness not confined only to clothes; it should pervade the class-room. The child exhibits an instinct for order one could hardly infer from his own rampages against it. It should color his speech. "A teacher should use good grammar." But order should never degenerate into offensive fastidiousness. The child detests the prim martinet. As one puts it, "The teacher should be neat and orderly but not too formal." "I like neatness but not the formal, aloof teacher."

"Sir Oracle" is obnoxious when it comes to showing "pride of intellect and thought," but the good teacher should, nevertheless, know his material exhaustively. The naivete of the adolescent is amusingly apparent here. The assumption of vast information is made with the blithe assurance of sixteen. "A teacher," states a typical response, "should be a person who knows all about his courses, and gives out all his knowledge to his students."

And how should all this information be transmitted? The students have more penetration here than many a teacher appears to possess. A teacher, they realize, should be more than an efficient plumber who knows how to twist the tap deftly and pour his own information into the willing or unwilling minds of his pupils. To teach, they think, implies careful preparation. "Teachers should have a well-planned lesson to teach the students, so as to make it interesting and not annoying." Furthermore, the adolescent seems to be aware of the principle of simplification. More than one demanded an adjustment of material to the pupil's stage of development and intelligence most bluntly stated thus, "I expect the teacher to teach the subject so I can understand it, not so it goes over my head."

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Verbal knowledge is not enough for several, nor is a mechanical regurgitation of material an adequate result. As one intelligent lad phrased the matter, "Many teachers just think they are to imprint their subject upon a pupil's mind, and not to make him really know it." This youngster, as well as some of his fellows, is groping for mediation of material. He wants it presented in digestible doses.

The presentation should always be interesting even if it concerns the gender of German nouns, or that dun failing, the comma blunder. It is obvious, I think, upon a perusal of remarks like these, that the child cares, as is natural, vastly more for entertainment than information. He has understandably little interest in mere fact; there must be a glint of the fairy tale over it all. What he really wants is a Marco Polo of grammar; one who can light up the far country of the split-infinitive with the light of Aladdin's lamp. Hence, the comments on interest are exasperatingly immense, and, to a mature mind, unfair. But the children did throw out some suggestions, chief among which was the urge to relate the material to life. "I like a teacher to connect his explanation with every day experiences," and "I like a teacher who can make any subject interesting by explaining its use."

Efficient questions are of vital importance in skillful presentation. The question asked by the teacher should be pertinent, comprehensible, and fair. "I hate tricky questions." And when a student asks of a teacher, he "expects the teacher not to be annoyed by questions that are asked." They were all interested in brisk discussion, emphasizing the mutual give and take of the apt question.

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Assignments are a cause of sharp irritation. Far better of course, to have none at all; but if the evil is necessary, let it be brief. Too much homework is perilous. "Not all teachers give you too much but there are some that do, which causes you to get to bed too late and can't think right next morning because you're sleepy." The assignments must be given with care; in fact, many students seem to be under the impression that the lessons should be so thoroly pre-viewed that the student really needs to use only his memory. The general idea is

that "The teacher should properly treat the assignment in class." "Sometimes the class is given work to do which is not easily understood and is never satisfactorily explained for the benefit of the students."

Frequently, as one student rather picturesquely expresses it, it is necessary that the teacher "show the pupil the misunderstandings of his work." When this is necessary the teacher should rejoice in the opportunity "to do some work too, and not leave everything to the student." Almost all papers express a confident hope of courtesy and cheerful help. One student is even thankful about it, quaintly stating his joy that the teachers "are willing to waste their own time with you after school."

The matter of marking is a thorny one. The students understand the "complicated task" of the teacher in "finding marks." The major emphasis is that the teacher be very strenuous in "treating each student evenly." Not only should the teacher mark on the basis of Roy's achievement, but his reach, his earnestness, and even the great benefit of his presence should be recognized in the computation of his mark.

There are discipline problems and adolescents know it very well. When such a problem comes up, the teacher is earnestly advised "to stay calm whatever happens." He should not "embarrass the pupil in front of other pupils." The punishment should be condign and personal resentment should not increase it. To sum it up "the teacher should be strict but careful."

How does the ideal teacher shape up? In the educational texts, there are sometimes lists of the qualifications of the good teacher. Reading them always drained me and left me weak. But the child places his banner high too! The good teacher is intelligently sympathetic, always cheerful, broadly human and understanding. He is neat in appearance and exact in language without being fastidious in either. He is orderly without slipping into the ways of a martinet. He should be, not only competently, but rather profoundly acquainted with his subject matter. He should impart meaning and attitude as well as fact. He should be a gracious listener to the question. His assignments should be perfectly clear, definite, and moderate. He should be able to distinguish betwixt south and southwest side of a hair when it comes to marking. He should be as impartial as sunshine. He should be eager to aid in distress. In fact, this ideal teacher is part of the furniture of the schools of the New Atlantis, is as rare as the phoenix, and if found will be as hard to domesticate on humble mother earth as Coleridge's "footless birds of Paradise."

The Dimensions of Education

CARROLL D. CHAMPLIN
Professor of Education
Pennsylvania State College

WE frequently use the expression the *Field of Education*. It is becoming increasingly clear that this field involves a farm larger than any we have ever considered agriculturally. The concept suggests something to be cultivated and developed, and there is an intimation of seeds to be germinated and crops to be produced. The field is representative of an area devoted to constructive activity, with laboratories and workshops for building new instruments of progress.

The field of education is as long and as broad as humanity itself, and it covers the entire range of scholarship, culture and occupational training. It is associated with the infinite and imponderable aspects of citizenship and character. Innumerable technical specializations and expert forms of professional labor are included in our picture of the whole great work of education.

Too often we have heard some teachers say "But, you see, *we* are at work in the field." This is the same as claiming that certain others who are formally employed educationally are engaged in performing services that are not so essential or practical. Again it is maintained by some that "we have to be concrete and specific, for *our* work has to be done *out in* the actual field." This statement leads one to infer that there are others who are rusticating in their offices or affiliated with college faculties that are out of touch with the major responsibilities of the front-line forces.

Additional comments which carry the sting of indictment are:

"You deal with ideals and theories merely, whereas *we* have to do something immediately that is a positive solution to the every-day problems that arise."

"It makes no difference if you do commit an error now and then, but it is fatal for us to blunder; for *our* work is done in the world of childhood and of parents who pay taxes for the education of their children."

"We are concerned with facts and with sensitive nervous systems, but your interest is primarily in the contents of books."

"Those who handle school money have an arithmetical basis for the performance of their duties, but the situations that confront us are psychological and elusory."

"Their connection with education is re-

mote and indirect. We are full-time teachers, on the other hand, and we are charged with the serious assignment of providing nurture and training exercises for the huge army of confused American youth."

In the complicated business of education there is a place for principles and plans as well as for the details of instruction that are derived from the ideas of discerning scholars. Our philosophy of education grows out of the instructional practices of the classroom and the study-hall. Teaching procedures presuppose supervision and administrative direction, and a carefully wrought out blue-print is necessary for every well conducted lesson and for every bit of routine that may contribute to an efficiently managed school. The best literature of education is both the cause and the effect of superior educational ability in action. Our most profound thinkers are frequently the sponsors of our foremost performers, and a valid educational theory may be the result of the accumulation and interpretation of numerous scientific experiments and of the whole apperceptive mass of professional experience.

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The dimensions of education are immeasurable, and it is in the depths of teaching genius and in the heights of instructional inspiration that education transcends space and time. In education as with religion we are dealing with the universal aspect of existence and with a unity that allows no disintegration into any self-sufficient factors of the total process. Education is unitary, just as the mind is a unit feature of organic life. Culture at its best requires the joint effort of parents and teachers, the elementary and the secondary grades, administration and supervision, research and teacher-training, authorship and editorial oversight, architectural and janitorial engineering, Americanization courses and clerical services.

United effort means an impetus to educational achievement, and collaboration is the very essence of quality. Our army of a million educational workers should present a unified front that is invincible, with everyone laboring devotedly in behalf of a common cause. There is no place for friction or a clash of any kind where the culture and the character of the oncoming generation are concerned. Discord and antagonism are fatal where the welfare of youth is involved. Our basic objectives ought to stimulate and inspire both in the classroom and elsewhere, and there is ample importance to be attached to every aspect of educational effort.

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Education has become a highly departmentalized vocation, and no condition should be allowed to develop that seems to interfere with the cooperation of all who are dedicated to social progress in America. Education is one of the modern professions having both scientific and artistic features; but there is no sound reason for this to hamper the joint action of these differentiated functions. There will always be differences of opinions and approaches, the kinds of division of thought and study that add strength and force to the performance skills of those who seek the maximum of proficiency in their specialized projects.

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Education should suffer no feuds or rebellions, for its dimensions are beyond the power of man to designate. It is inter-state and international in its scope and influence. It is the coordinating center for other institutions; and thus it becomes the very backbone of the body of America. With us the school is not a tool to be abused by the capricious misbehavior of political demagogues who would dictate a questionable course and mislead men in the direction of eventual destruction. The school can never be a slavish agent in a democracy, but an instrument rightly used by many for the realization of the noblest aspirations of all.

The school is with us the co-partner of the church, and the teacher is the priest of freedom. The school is the laboratory and the workshop of the home, a veritable training camp of character and personality. It receives from and sends back to the home the children of liberty, enlightened and equipped for a share of the work of the world. It prepares the eager adolescent for early parenthood and efficient family leadership. There is no place for politics or for any of the petty meanness of selfish competition and jealousy.

Our work is to do the will of nature and to emancipate human intelligence for its maximum contribution to civilization. Teachers are consecrated crusaders serving the soul of the race and seeking to demonstrate the infinity of the spirit and the eternity of mind.

Every part of education is practical, and no one has any monopoly on indispensability in the ploughing, harrowing, cultivating and harvesting that have to be done in the field of education. All loyal and competent services are essential and everything that is productive of good in the growing lives of children is practical and desirable. The dimensions of education are without boundaries and limitations. There are teachers and TEACHERS, and the greatest of these may not be a teacher at all—in the literal sense; for teaching is often most fruitful when it is modest and unobtrusive. Some of the best lessons of life are not learned in a classroom, for the curriculum that stirs the soul most profoundly may never have been submitted for syllabus publication. There is nothing mystifying about education, but its fundamental processes are sometimes subtle and the ways of an able teacher humble and self-effacing.

Education is too deeply spiritual for the marking off of dimensions, and in the far reaches of its fields of service there ought never to be any discrimination among those who radiate truth,

beauty, honor and sacrificial zeal.

The only dimensions that have any authority in the measurement of education are love, character, insight, earnestness and the willingness to lose oneself in the service of others. Only thus can the dreams of democracy be fulfilled.

Physical Education—Why?

G. Darwin Peavy
Palo Alto, California

THE success of any physical education program depends first upon its planning and secondly upon the faithful execution of these plans. Whatever the age group, be it kindergarten or high school, the teacher of this subject must have a definite aim toward which to work, and direct all activities toward this end.

Muscular Coordination

The first consideration in such a program is the developing of greater coordination between mental and physical processes. Physical coordination may be termed the ability to use the right muscle at the right time. Many persons who are apparently weak, may have such excellent coordination that they are able to perform seemingly impossible feats simply because they have learned which muscle to use at the proper time. On the other hand, another individual may be physically much larger but is unable to do the same things because he has not learned how.

In any activity, one muscle alone does comparatively little work, but must work in combination with several muscle groups, hence the necessity for developing the entire body. It is an accepted fact that the muscles grow and strengthen through use, so for proper growth and development of the child, his muscular development must be well rounded, and a diversified physical education program must be planned.

Enjoyment

A second aim is to gain proficiency in various activities for the sake of greater enjoyment. Children like to do over and over again the thing they are able to do well, so the problem of the physical education teacher is to provide a variety of games and activities.

The activities must be chosen within the ability of the child, then he should be led to do more difficult things as his coordination increases. For example, a child cannot be expected to play baseball until he has mastered the coordination of throwing and catching a ball. Neither can he walk hand over hand on the horizontal ladder monkey fashion until he has developed strength enough in his arms and shoulders to hold up his own weight. The more skills he attains, or that is to say, the more games and activities he masters, the greater will be the enjoyment of his play, and the more diversified his interests.

Posture

Correction of minor physical defects should also be an aim in the physical education program. Poor posture is perhaps, the most outstanding of these, and may be corrected during the school life of the child if enough attention is paid to it. The proper desk, is of course, most essential in maintaining good posture, but the child must also learn the proper walking, running, sitting and standing posture. Such habits as allowing the shoulders to droop, slumping down in chairs or seats, dragging the feet, hanging the head while walking, sitting on one foot and shallow breathing can all be corrected early in the school life of the child by proper calisthenic drill, games, free play on apparatus, and by marching exercises where the heads must be held high, chins in, abdomen up and chests out. When one posture defect is attacked in earnest, others usually improve or cure themselves, as the general muscle tone and body condition improves.

Citizenship

In the school room, gymnasium or on the playground children learn to play the game according to rule. Leadership of the captain or of the teacher must be respected, because that is the way the game is played. The child learns to be a modest winner and a cheerful loser, to respect the wishes of the majority in regard to rules and choice of games, and the value of team play and cooperation. He learns also, that intangible thing called ethics. He learns propriety, or the everlasting fitness of things, and he learns kindness to those smaller or weaker or less efficient than himself as well as helpfulness. Of course, he has also gotten rid of a vast quantity of animal spirits and pent up energy which has been wisely utilized to the best advantage.

Carry-over

The love for physical activity and for games, if instilled in children, will usually continue in other activities less strenuous as the individual grows older, but the habits of physical play as a recreation medium are lasting. Individuals who have never learned to play when they were children are frequently those who do not know how to relax and who break under severe mental strain. Modern education is recognizing more and more the value of play in relation to later life.

Habit Formation

If proper bodily habits are mastered in early life, the child

has laid a foundation that will be of value to him always. A well coordinated individual is able to manipulate all muscles with ease and is able to minimize the number of movements. He works in a relaxed manner instead of on a strain, and of course, suffers less from fatigue. His organs are developed normally and are encouraged to function properly. Thus, better health habits are a result. It is safe to say that a well coordinated individual is a happier individual, inasmuch as he is better poised, more sure of himself, and consequently is able to make a better adjustment to his social and economic life.

Discipline

The child learns to do the thing he is told to do when he is told to do it. He learns that authority means fairness for all, and that rules are made for his protection as well as for the others of the group. Self discipline, too, is learned, for the child soon discovers that emotional outbursts and physical violence meet with disapproval from the group and from the instructor, and that ostracism is a result if the performance is repeated, so he gains a new respect for himself.

Self Knowledge

The problem of the teacher is to study the group, learn the abilities of each child and choose those activities which will interest him and develop his abilities to the utmost. This may be done in groups by selecting an activity such as, baseball. A certain proportion are enthusiastic about the game, another group indifferent, but will play if told to do so, while a third group is really antagnostic. The problem of the teacher is to find an activity the second group wishes to play, or at least, the majority of them, and study the third group as to ability, interest and the like, and help them make a happy adjustment to the playground situation. The number of groups, of course, will depend upon the number of children in the class.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Wanted—Initiative

I asked my senior boys to mark themselves on a personality rating sheet and the office secretary figured the average under each item.

According to the boys' own estimate the composite male senior is strong in such traits as health, truthfulness, and courtesy but surprisingly weak in *initiative*. I believe that the rating reveals the true condition among both boys and girls and that the situation here is not unlike that in other high schools throughout the country.

Since initiative is one of the chief things required for success in either private or public life, the lack of it among our young is something for us to consider seriously.

Initiative means the ability to think and act for one's self. Like other forms of ability it is gained only through practice. What chance do most boys and girls of today have to become resourceful?

Young folks are overdirected. They are told what to eat, what to wear, what to study, what to play, where to go, with whom to associate. They are under external pressure not only from parents and teachers but from custom. For instance, if a girl is going to buy a new dress, even though her parents let her exercise some choice, she cannot decide on the basis of what is most becoming to her or what is most suitable for her pocketbook, but she must listen to the dictates of king style.

Unless young folks have more opportunity to develop initiative they will always have to look to some one for direction both in business and politics.

We need to remember that the roots of democracy lie deep in the independence and resourcefulness of the individual.

A World to Make Better

It was visitation day at the hospital. As usual the baby room was the center of attraction. An elderly woman of my acquaintance lingered at the glass partition through which we could see the cunning mites and I heard her say to the young nurse, "What a terrible world these little ones have come into! Too bad they were ever born." The reply will remain in my mind for a long time —"Have you thought that here may be a child who may become a great leader and show mankind the way out of the wilderness?"

Of all the afflictions from which the world suffers the worst is the loss of faith. Everywhere is a sense of futility. It is rampant in college faculties. It pervades the works of many of our popular writers. On all sides people talk like this: "Everything is going to the dogs. It is terrible but there is nothing that we can do about it. Let us have a good time while we can."

Such ideas come mostly from those past middle life, from people who were born in favored circles, who can not adapt themselves to new conditions and who think that any change must be for the worse. The young folks are still confident. They can see that the evils of the world are man-made and that some day we shall find a remedy for them. They still believe that new leaders will arise to show the way out of the wilderness.

Human life has been lengthened greatly in the past fifty years. This fact is hailed as a blessing. If, however, there is going to be such a preponderance of old people that their pessimistic ideas are going to drown out the faith and vision of youth, it would be better to go back to the days when there were three generations a century.

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

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The Unit-of-Learning

THE question-and-answer type of study and recitation which still prevails in far too many classrooms emphasizes the memorization of unrelated facts which are quickly forgotten. Under this system "ground to be covered" is always in the mind of the teacher who lives in constant fear lest some fact should be omitted that might be called for on an examination. To such teachers the textbook, the whole textbook, and nothing but the textbook really matters.

Under the unit-of-learning plan all this is changed. Facts are utilized to help pupils understand their environment and so be able to make necessary adjustments and adaptations. Instead of passively accepting the material found in one textbook; the students become seekers after truth, critical readers, alert thinkers. Their school activities take on a real significance never dreamed of under the lesson-learning plan. Their school work has a vital relation to everyday life; it becomes socially useful and valuable for it deals with problems arising in home, the school, the community, the nation, and in the world at large. It is astonishing how many students, under the old plan, fail to understand the reason for their daily assignment. Under the unit plan, rightly used, this understanding is fundamental. In fact, it is the first step in taking up any new piece of work.

In introducing a new unit the teacher starts with the experiences of the members of the class. He raises questions that touch their daily lives and that appeal to them as significant and socially useful. He then proceeds to arouse and stimulate interests in the unit as a whole. Real and vital problems grow naturally out of the right type of preview of the broad field to be covered. This preview or overview, as it is sometimes called, of the entire unit is likely to prove the acid test of the teacher's ability to handle this type of work successfully because so much depends upon the initial presentation. Here the teacher has the opportunity to indicate what he has in mind, to picture the unit as a whole, to make an artist's sketch of what he hopes the completed structure will be like.

After the presentation comes the period of assimilation. The classroom becomes a laboratory; not one book but many books, magazines, and periodicals are consulted. Appropriate references that will appeal to different interests and will be adapted to the varying reading abilities of the members of the class are carefully noted. A business-like atmosphere takes the place of anxious and hurried cramming of facts. Students work with enthusiasm for they have a dominating purpose—a definite goal. They now feel the need of reading because they want to take an intelligent part in class discussion later on.

The following outline taken from the social studies field is presented here as an illustration of one way a teacher may work out the details of a desired unit.

Unit—Getting A Living

I. Introduction to the Unit—The Preview

Such questions as the following help in arousing interest and thus opening the way for the preview.

1. What are some of your needs?
2. How are your needs supplied?
3. Have people always needed as much as we do now? Explain.
4. Do all people have the same needs? Explain your answer.
5. How do our needs differ from those of people who lived a long time ago?
6. Why do men's needs increase? How does this mean more work?
7. What is the difference between a luxury and a need?

II. Problems

As a result of the teacher's presentation and the class discussion many lines of possible investigation should be suggested. The teacher then helps the students to formulate definite problems for class use like the following:

Problem 1. To ascertain the relation of work to man's needs from the days of primitive man to the present.

Problem 2. To discover the value and importance of work to the individual and to the community.

Problem 3. To consider the relation of machinery and power developments to our present economic problems.

Problem 4. To find out why it is better to choose an occupation than to drift into one.

III. Specific objectives for the Unit

Each teacher should formulate and keep in mind definite objectives that express what he hopes to accomplish by the work on a given unit.

IV. Things to think about while working on a given problem

A carefully prepared outline will prove most helpful as a guide to the students in gathering information on each problem. Various parts of this outline may be assigned to different groups for intensive reading and later report to the class.

VI. References

A definite list of references available in the school should be provided for students' use so that they may do their studying with as little loss of time as possible.

VII. Activities

List activities that will supplement the other work on the problem or unit, such as the following:

1. Visit the museum for exhibits showing the efforts of primitive man and the stages of his progress.
2. Collect pictures showing the efforts of primitive man to get a living at various stages in his development.
3. Make a chart showing the results of modern inventions.

VIII. Visual aids

Pictures found in current periodicals and newspapers, slides available in city and state collections, films borrowed from large industries or rented from motion picture companies are invaluable aids in relating problems to everyday life.

IX. Vocabulary study

Vocabulary study should be a part of the work on each problem; emphasizing words that should become a part of the pupil's vocabulary.

X. Enrichment reading

Books that provide both pleasurable and cultural reading material related to the problem under discussion should be listed under this heading.

The important part that the teacher plays in this undertaking has been emphasized all through this discussion. His preparation, his guidance in the selection and formulation of units, his determination of objectives, his planning of learning and teaching experiences, his measurement of outcomes, and his integration of class contributions into a well-rounded whole are all a most vital part of the plan. Such a teacher no longer complains that the pupils cannot read intelligently, that they cannot discriminate between important and unimportant facts, that they cannot draw conclusions; but he gives help where it is needed and finds in the silent study period opportunities to give valuable how-to-study suggestions and directions. Under such guidance the pupils soon discover that copying verbatim entire sentences and sometimes paragraphs is a wasteful process, and they welcome suggestions that will enable them to organize brief notes expressed largely in their own words.

In attempting to plan work under the unit-of-learning idea there is, of course, the danger that logically organized blocks of subject matter will be substituted for real problems of vital interest to the student. The teacher may fail to plan adequately for motivation and thus lose out at the start. The purpose of each activity may not be made clear to the learners. Each problem discussed and its relation to the unit as a whole may not be kept in mind as the students do their reading. Essential backgrounds may not receive sufficient attention, or the work done may be superficial. Respect for individual initiative may be lacking, or the variability of individual learners may not be adequately taken into account. These pitfalls, however, should not discourage the teacher who desires for his students the very best type of education that it is possible to give. They are mentioned here in order to put the teacher on his guard and to aid him in planning work along the lines we have been discussing.

Thinking citizens everywhere are demanding that our schools provide a type of training that will enable young men and young women to think straight, that will stimulate them to be intellectually alert, and that will encourage them to exercise well-balanced judgment. The plan that we have been discussing is designed to meet this demand. It helps students develop habits of continuous, systematic, critical reading; to organize information and ideas around a central theme or problem; to discern and interpret forces, motives, and underlying tendencies. Under this plan teachers no longer slavishly follow some textbook insisting upon pages of lesson learning. On the contrary, dynamic thought-movements, issues, and relationships are emphasized; intellectual hospitality to new ideas is encouraged; and growth in power to think, to feel, and to do is set up as a goal worthy of the teacher's best efforts.

[*Next month's article in the series by Mr. Finch will deal with "Note Taking"*]

Educational Horizons

By Randall R. Penhale
Principal, Iron River High School, Iron River, Michigan

SINCE last we sat down at this typewriter desk to organize and digest the educational news of the month—literally hundreds of clippings from the four corners of the globe—one figure on the educational horizon assumes increasing clarity and definiteness. It is that America's schools, elementary to college levels, are taking on new significance. People of all classes at last see the NEED for more education if America's schools are to save America for democracy. They recognize that such a task necessitates the expenditure of additional funds, but sooner or later these funds will be forthcoming.

We refer to S-419, the Harrison-Fletcher-Thomas School Bill. While it died in the 75th Congress, the Bill is soon to be resubmitted in a revised form. Chief objections to the S-419 are, (1) it brings all education under the sovereignity of a Federal Commissioner, (2) it provides for appropriations not only to public but also non-public schools, and (3) it earmarks moneys for activities some consider to be outside the jurisdiction of schools. . . . Dr. A. J. Stoddard, Superintendent-Elect of Philadelphia Public Schools, while not discussing S-419 in particular, recently admitted that "State and Federal governments must come to the rescue if the schools are to remain free and responsive to the NEEDS of the people." Newly-elected Governor Heil of Wisconsin has declared that "The responsibility for education in Wisconsin is very great. It deserves the ablest non-partisan consideration that can be brought to it. The elementary and secondary schools are very close to the people." Dr. C. N. Pace, president of Hamline University, St. Paul, went further. Said he, "We educators must attempt to awaken the American public to its responsibility of supporting education so that it may progress as the NEEDS of the country indicate it should." State-supported educational systems for many years have been subject to the whims of political manipulations, a condition which seems less likely under federal regulation. The intricacies of federal aid remain wide open and deserve the careful study by the best minds of the educational world. How do you stand? Has your Board of Education studied the problem? Your faculty?

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Details of the federal aviation program became more clear within the last few weeks. In the first year some 300 selected students are to receive approximately 50 hours solo flying experience, sufficient to qualify for a private pilot's permit. Seven universities will offer the necessary courses: Alabama, Washington, Minnesota, Purdue, Texas A & M, Georgia Tech, and Massachusetts Institute of Technology. Using the experiences of these 300 men as background for future developments, the hope is that the program will next year embrace 20,000 college boys at a cost of $9,800,000. Such a program is, of course, old routine to Russia. Three years ago all members of the Young Communist League were compelled to learn to fly. Today the Komosomol has five million members of both sexes, the more promising of whom have already found places in civil aviation training schools.

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In our own country, again, still another movement is definitely on the horizon. As though to prove that material armaments do not necessarily guarantee peace, schools of public affairs are springing up as if from nowhere. They aim to prepare young men for government service—career diplomats, consuls, attaches, and the like. Outstanding examples are American University's Institute of Public Affairs (Washington, D. C.), Maxwell School at Syracuse University, and San José State College in California.

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Inspired by the federal government's slum-clearance and low-rent rehousing projects, Lincoln High School in Evansville, Indiana, now offers a fine course of study in public housing. Similarly close to the needs of students are classes in Philadelphia's Institute on Household Occupations. Miss Mary Bransford, director, says: "This is the first school of its kind exclusively for domestic workers, and we feel it is the beginning of a movement to dignify housework and to remove the stigma long attached to untrained servant girls."

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Innovations in the curriculum such as these are the trend of the times. Witness the plan at North Bend, Washington, where Superintendent L. C. Wright is endeavoring "to meet the intellectual capacities of each child as an individual." Mondays and Wednesdays, the conventional time schedule is cast aside, and a carefully selected group of students are doing as fifteen year old Maxine Mueller expressed it—"what you want to do, and doing it when you want to do it." She studies all day long, and it's fun. At Rice Lake, Wisconsin, high school boys are also doing what they like—raising capon chickens, participating in potato, dairy, calf, hog, and orchard projects. If this year's group succeeds as did those of 1938, Robert A. Perkins' class in agriculture will add some $2,300 to their personal bank accounts.

. . . Contacts with actual life situations, however, are not for the children of America alone.

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In England, Dr. Will Spens of Cambridge is not only urging that British schools be patterned after those of the United States, particularly that all tuition fees be eliminated, but that an effort be exerted to establish technical high schools for vocational training. In London, for example, tradesmen are now being invited to "lecture" to children concerning their vocations. An authority is quoted as saying "The aim of the experiment is to teach children self-expression by bringing them into closer contact with the every-day life they know." It is the opinion of this writer, that in the ever increasing and necessary interest and attack upon curriculum revision, we educators must go slowly, consult the most expert of authorities, and when this is impossible school boards might well invest a few dollars in reports on research. Two of the best bear mention here: "How to Evaluate a Secondary School—1938 Edition," published by Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., and "Deliberative Committee Reports —1938," published by the Educational Policies Commission, 1201 Sixteenth St., N. W., Washington, D. C.

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Not so pleasant but equally important is the news that many schools and colleges are cooperating in a nation-wide fight against syphilis. The U. S. Public Health Service reports that 78,388 blood tests already administered to white college students, syphilis was found in 19.9 per 10,000, and among negroes 268 per 10,000, statistics which compare favorably with tests given to the country at large. . . . Researches in other fields indicate that approximately 20% of our school children are handicapped by defective vision and hearing. What medical men and women will be called upon to do to such conditions when and if a socialized medicine program is inaugurated is difficult to foretell. . . . Startling too is the report of Michigan's Crippled Children Commission: 14,219 crippled children are now being cared for in various hospitals. Chief causes are infantile paralysis, pre-natal influences, trauma or physical agents, disorders of metabolism, growth, and nutrition. . . . As if to say that an ounce of prevention is worth a pound of cure is the announcement that forty members of a University of Texas club have agreed to submit to medical tests before marriage. At Miami University cold vaccine injections have decreased by 50% the number of common colds. In Ontario the Older Boys Parliament must have had health in mind when they recently pledged total abstinence from alcohol. Health is nearer to the hearts and minds of educators today than ever before.

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The mere mention of health brings to the limelight the decision of University of Tennessee's physical education department to place both boys and girls in gymnasium classes because it was felt that separate classes were unsocial. Now co-physical education groups include swimming, golf, folk rhythms, tennis, and games. . . . John M. Fletcher, formerly of Tulane University, defends football for the few (and the many) when he says "it would be difficult to control masses of students without highly developed athletic systems. . . . It gives them an outlet which they need.". . . Denied the privilege of attendance at football games, "they would expend their feelings in more harmful ways." What does Dr. Hutchins have to say?. . . At Flint, Michigan, Coach Frank Colucci is experimenting with basketball. When a player commits a foul, one point is deducted from the team's score. . . . At Cleveland, Supervisor of Athletics, Floyd A. Rowe permits players to call their own fouls. The Captains settle controversies, and the result, he concludes, is a cleaner, faster game. Officials are present, but their only job is to interpret the rules. . . . In another school, referees are used, but fouls are called from the balcony, because from that position, the game can be seen more clearly.

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In the remaining paragraphs, we are forced and quite reluctantly to pass over quickly a news despatch that one-fourth of our college students are below the average in ability of out-of-school youth; the statement of Harry C. Yudin, psychologist at Marquette Prison, that the white prisoners of his institution have an average I.Q. of 83.25 and that of the colored is 73, "the more repulsive the offense, the lower the intelligence;" and George E. Q. Johnson's declaration that "there are more than a million young people in college, most of whom will not be defeated . . . that crime and corruption in America are not normal—they are subnormal, and that's why they constitute news." A more hopeful note, we must admit.

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Cheong-Yin Wong of Michigan State College has produced a seedless watermelon. . . . The Frey family of Cincinnati has for 55 years kept the classrooms of that city's University clean and attractive, conducive to study. Humble service, perhaps, but honorable. . . . "Listen, the Wind," by Anne Morrow Lindbergh is not on the shelves of the library at New Hyde Park, N. Y., because the Colonel accepted a Nazi decoration. . . . Hamilton College at Clinton, N. Y. has conferred the D.H.L. upon Helen Hayes. . . . Ralph Lidge, 16, is attending Northwestern University, having earned his way there through the industrious habits of four million bees. . . . Having quit Canton, Ohio, high school at 17 to obtain voice instruction, Edward Rutofsky now of Cheyenne, Wyo., is selling ham-

(*Continued on Page* 106)

The News Digest SECTION

Teachers' Pay Raise Advocated

BOSTON.—There are 449 day teachers in public schools of the Commonwealth receiving less than $950 a year or an average wage of $18.25 a week, testimony disclosed at a hearing before the Legislative Committee on Education. Discussion centered on a bill to increase the minimum wage of teachers from $750 a year to $950.

Hugh Nixon, Secretary of the Massachusetts Teachers' Federation, the petitioner, said that under the present minimum of $750, the salary for 52 weeks would be $14.42, and with the increase, $18.25. Under the 40-hour week, Mr. Nixon told the committee, the $750 salary would be equivalent to $18 a week and the $950 to $23.75.

He said replies to enquiries sent to school superintendents in 220 cities and towns brought 128 in favor of the $950 minimum and 34 opposed.

Mr. Nixon estimated the increase would amount to $35,000, of which the State would pay $10,000.

Raymond Fitzgerald of the State Department of Education recorded Commissioner Walter F. Downey as in favor of the increase. He estimated 449 teachers are paid under $950, two thirds of whom receive $850 or more. He said there ars 23 teachers in Fall River receiving less than $950.

Inquiry Asked On Teacher Sanity

NEW YORK.—The Teachers Retirement Board announced recently that it had filed a report with Dr. Harold G. Campbell, Superintendent of Schools, asking him to investigate the charge in a recent "sensational magazine article that there are 1,500 insane teachers in the city's school system and to investigate the source of information on which the charge was based.

After a special meeting of the board, Arthur V. McDermott, first deputy controller, said the substance of the report to Dr. Campbell was that despite charges by Dr. Emil Altman, chief school medical examiner, that there are many mentally unbalanced teachers in the schools, the Medical Board has sent only sixty-one cases to the retirement board as mentally or physically incapacitated in the last five years.

Of these cases, Mr. McDermott said, thirty-nine were retired at once, five were retired later and three are pending, while eight failed to appear before the board. Only six were retained on the basis of findings by the retirement group's medical board, whose recommendations are binding upon it, Mr. McDermott said.

The eight who failed to appear were given hearings by other school authorities. Two were dismissed, one resigned and two retired, while three remained in active service.

SUPERINTENDENT HELD SERVANT OF THE CHILDREN AND TEACHER

GRAND RAPIDS. MICH. — Charging that much of our education does little more than "keep our children off the streets, help them to work together a little, and provide them with a regular schedule," Dr. Stuart Courtis of the Education Department of the University of Michigan, told the superintendents and principals of the Schoolmen's Association of Western Michigan in session here recently, that upon them, more than any other group, lies the responsibility for bringing forth a solidarity of American youth trained in the practice of co-operative democracy," if we are to preserve the liberties for which our forefathers fought."

Co-operation, Dr. Courtis says, may range from the "involuntary cooperation of a man and a banana peel" to the highest form in which a group operates with its leadership passing from one to another and in the complete unity of "all for one" and "one for all." That superior type of cooperation must be taught and practiced through the schools, the loyalties of youth for democracy must be stirred, and boys and girls must face the actual problems of their times with a realization of the vital position they hold toward their solution, he sail.

Quoting from a survey of administrator and teacher opinion concerning the question of teaching in a truly democratic fashion, only 57 per cent of the administrators thought teachers would be willing, but 94 per cent of the teachers declared themselves so; 55 per cent of the administrators thought teachers didn't want to teach this way, yet 86 per cent of the teachers said they did. "When the superintendent sees himself the servant of the children and the teacher co-operative democracy will be in operation in our schools," Dr. Curtis said.

Girl Students Want "Mrs." Degree

NEW CONCORD, O. — Co-eds in American colleges and universities are really working for Mrs. instead of A.B. or B.S. degrees, blonde Helga Bourse, German student at Muskingum College has observed. "They're so silly," she said of freshmen women. "They sit around and gab about their dates."

Little Red School House Going White

JOHNSON, VT.—The "little red school house" in Vermont is now largely white, but it still has only one room. Where these reminders of the early days still exist, they are about as drab and bare as those grandmother and grandfather attended before the turn of the century. To remedy this condition, Eliot P. Beveridge, art teacher in the State Normal School and President of the Vermont Art Association, has begun a campaign to "beautify the little white school house."

ONE-ROOM SCHOOLS REMAIN IN POPULOUS RHODE ISLAND

PROVIDENCE, R. I. — In Rhode Island, most densely populated of all the 48 States, 46 one-room schools are operating during the school year just about as they operated 100 years ago. Most of them are painted white, instead of red. Inside, the surroundings look much as they did a century ago, with heat provided by an old-fashioned coal or wood stove and artificial light provided, when necessary, by kerosene lamps.

The State of Rhode Island has taken steps to substitute graded schools for the one-room schools wherever possible. The State pays $100 to town governments for every one-roomer that is abandoned and continues to pay $100 each year thereafter. Under this stimulus many communities have consolidated some of their small schools into one modern school, and provided bus service for children living too far away.

But the frontier has moved back slowly and 46 of these schools remain. Three Rhode Island towns still have nothing but one-room schools. Of the 46, three of them are in Johnston, virtually a suburb of Providence and hardly more than a stone's throw from the busy down-town area.

Most of the one-room schools left today were built a half century or more ago. One recently was destroyed in a fire after serving its community in Exeter continuously for 128 years. It is being rebuilt.

Strange as it seems in this modern age, there are children attending these rural one-room schools in Rhode Island who have never seen a trolley car or an elevator and have never ridden in an automobile. Forty miles away, at most, lies Providence—a City of one-quarter million population—but the lives of these children so far have been bounded geographically by the one-room school, the neighbors' farms, and the crossroads store.

Latin Holds Place As Major Subject

BOSTON.—Modern languages and Latin will continue to be taught in the public schools of Boston and economics will not be elevated to a major subject.

This is the "expression of sentiment" of the Boston School Committee, taken recently upon proposals made by Joseph Lee, Jr., Committee member, that economics and law be substituted for Latin and modern languages.

The vote was four to one against Mr. Lee.

The meeting to consider the Lee proposals which also included a change in the salary schedules to provide more even distribution to teachers, was marked by heated expression of opinion by Committee members as to the value of the proposals.

Salute Protesters Return to Classes

GREENFIELD, MASS.—For the first time since October, when they were barred from school for refusing to salute the American flag, three children of William E. Johnson early in February attended classes in South Deerfield, stood at attention during the exercises but did not participate in the pledge of allegiance.

Johnson was acquitted previously in district court of failing to send the children to school.

Johnson's attorney, O. R. Moyle of New York, said he would appeal a U. S. district court refusal to grant an injunction against the Deerfield school committee which would have reinstated the children last Jan. 4.

Training of Teachers Critcized by Harvard Head

CAMBRIDGE, MASS.—Hitting at university schools of education for "too much" concern with "quantity production," Harvard university's president recently declared the survival of American democracy "along thoroughly democratic lines" required a concerted attack by universities on problems of secondary education.

Both the training of teachers and the study of educational problems at the school level, the Harvard head, Dr. James B. Conant, said in his annual report, have become too much divorced from the university atmosphere in all parts of the country. He added:

> "The university schools of education have been too much concerned with quantity production, too anxious to further their own disciplines by legislative enactments requiring of all teachers courses in education."

He pointed to the "revolutionary maknitude" of the change in attendance and curriculum in high schools and private schools since the turn of the century and added:

> "Certainly there has rarely been, in any institution, a concerted attack by the faculties of arts and science and of education on the problems presented by the new conditions."

Declaring democracy feeds on specific nutrient materials—economic, social and cultural—he said "the type of education we give our children" was intimately connected with providing tohse materials.

P.C.W. Film Library Aids Visual Education

PITTSBURGH — A new project at Pennsylvania College for Women is a film rental library, under the direction of Dr. James S. Kinder, head of the Department of Education. Both sound and silent films have been collected and catalogued during the summer, and are being used to serve the needs of schools and educational agencies in Western Pennsylvania and parts of West Virginia, Western Maryland and Eastern Ohio. The P.C.W. film service is part of a movement to aid visual education. Last April the college sponsored a Visual Education Conference, the first to be held in the State. Dr. Kinder conducts the teacher groups in neighboring schools discussions on methods of integrating films and courses of study

High School Class Builds $5,500 Home

CHAMPAIGN, ILL.—Although various classes in vocational and industrial schools have built houses, the house project of vocational building trades class of the Champaign Senior High School, is considered unique. It was planned and carried through by a committee made up not only of members of the school staff, but also of the labor or employe groups, contractor or employer groups and the city administration or consumer group. Due to the conviction that a vocational program in any community cannot be successful without the united cooperation of these four interested groups, a plan was worked out whereby a high school class designed, planned, built, decorated and sold a house for $5,500 within the school year of 1937-38. And now work is in progress on the 1938-39 model.

To Let U. of P. Men Hear Selves Talk

PHILADELPHIA — University of Pennsylvania students who consistently fail to measure up to acceptable standards in spoken English will soon have an opportunity to hear themselves as others hear them, according to plans announced by Dr. Frank A. Laurie, chairman of the Department of English.

The opportunity will be given by the Department of English, which has installed new recording machines and other equipment for use in a remedial program in English, as well as in the conduct of courses in public speaking and journalism.

With the acquisition of the new devices students who show a pronounced tendency to lapse into carelessness in expression may be called upon to face the apparatus while they read themes of their own composition, engage in informal conversation, or make extemporaneous speeches.

A recording thus will give the student a better appreciation of his shortcomings and the faculty critics can suggest remedial measures.

Study of Marriage Attracts Students

IOWA CITY, IOWA.—The success of two marriage courses, both of which started as experiments four years ago, one at a woman's junior college in Missouri, and another at the co-educational State University of Iowa, indicates that the demand for such courses is on the increase, although the form which they take may vary considerably. College women are showing a marked increase in interest in problems they may meet both before and in marriage, according to President James M. Wood, of Stephens College, where a high percentage of the students marry within five years of graduation. At Stephens one of the most popular courses is "Marriage and the Family," which is open only to the seniors. When the class was first offered, only 25 per cent of the eligible pupils enrolled; this year 76 per cent of the graduating class is taking it. Every effort is being exerted to make the course strike as closely as possible to the problems which normal young women are apt to meet, not only after marriage, but during courtship as well.

Clubwomen Can't Use Brookline School

BROOKLINE, MASS.—The Brookline school committee has announced that it could not legally grant a petition from a group of clubwomen to use a public school auditorium for a series of lectures to finance the construction of a church rectory.

The committee said the town counsel had advised them that the use of public schools by private or charitable institutions was forbidden by law.

Student Exchange Plan Perfected

BRYAN, TEX.—Believing that a foreign language may best be mastered in the environment in which the language is spoken, the Allen Academy of Bryan, a military preparatory school for boys, has perfected plans for an annual exchange of students with the Ramirez Military Academy of Bogota, Colombia.

The Ramirez military preparatory school for boys has sent a delegation of nine boys and a professor to Bryan. These boys are guests of the Allen Academy for two months and are attending regular classes in the subjects in which they are enrolled in Bogota: The Allen Academy plans to send a similar delegation of her language students to Bogota in July to be guests of the Ramirez Academy for two months and to attend classes in Spanish in that institution.

The Bryan school is convinced that the exchange of students will do much to promote better feelings and understandings between the students of the two nations.

Educational Film Of Coffee Industry

A new motion picture of the coffee industry—"Coffee—From Brazil to You"—has been completed by the Pan American Union, the international organization of the 21 American Republics, with headquarters in Washington, D. C. It is a two-reel sound picture, with narration and a musical backgraund.

Prints of this educational film may be obtained from the Pan American Union, Washington, D. C. It is loaned free of charge to schools. The borrower merely pays transportation charges. Requests for the film should indicate whether 16 or 35 mm. prints are desired, and also the dates on which the picture is to be shown.

SHORTER SCHOOL YEAR SOUGHT TO BOOST TOURIST BUSINESS

LOS ANGELES, CAL.—Close the schools to keep the resorts open. Extend California's tourist business by cutting down the pupils' term.

That is the novel method by which the State of California proposes to increase one of its leading industries—the entertainment of visitors. The idea has been espoused by eight State Senators, who have issued a formal statement at the legislative season at Sacramento supporting a bill which would make school vacations of ninety days obligatory in this State.

The reasoning back of the bill is that, unless the schools remain closed all through the Summer, many resorts cannot afford to keep open for the entire Summer period, which in California stretches through September. In Central and Northern California it is the custom to open schools in mid-August, which means that families dash off home and leave the mountain and seashore resorts dependent on adults without children.

Tourist entertainment is a big business in California. Figures carefully compiled by the All-Year Club of California show that the tourist traffic from out-of-State jumped from 784,571 visitors who spent an estimated $91,588,044 in 1933 to 1,741,603 visitors who spent $216,713,817 in 1937.

California Senators who propose to lengthen the tourist season by shortening the school year have their own estimate of the amount spent by tourists, which they put at $342,000,000 a year for out-of-Staters.

The movement for making the three-month school vacation compulsory is aimed chiefly to take advantage of the heavy travel this year to the California World's Fair, the Golden Gate Exposition, at San Francisco. School sessions, of course, will have little bearing on the number of exposition visitors, but the rest of the State, if it can afford to keep its many resorts all going full blast until late September, should also reap a golden harvest from the tourists.

BLAMES THE HOME FOR MANY OF NATION'S MALADJUSTED PUPILS

EASTON, PA.—To combat increasing maladjustment and emotional instability among the young, colleges should establish courses on marriage to aid in raising children, and schools should reverse the present system by putting the best teachers in the lower grades, President Lewis of Lafayette College said in giving the keynote for the twelfth annual Lafayette School and College Conference.

The problem of maladjustment in American social life can be traced to faulty adjustment when students come out of the home environment to enter the wider social life of the school, Dr. Lewis asserted.

"This faulty adjustment is due to two things, I believe," Dr. Lewis said in outlining the subject discussed.

"One is a confusion of schooling and education. Too many families think that education begins with the school, whereas modern psychology tells us that the most vital years are those between birth and 5 years. The other cause is that the beginning of the educative process is put in the hands of the most inexperienced and youngest teachers."

Dr. Lewis would reverse this by giving to the mature and experienced teachers the care of the youngest pupils, and would educate parents to bring up their children properly through college courses on marriage problems and marriage technique and through opening schools for evening courses for parents on pre-school training.

In discussing this problem of student adjustment tonight E. Lawrence Springer, headmaster of Pingry School, asserted that parents must learn to be less "protective" toward their children and must be willing to let their children be "weaned" sooner.

"Our pioneer forefathers put responsibility on children at an early age, but parents now are more protective." Mr. Springer said, "Schools, also, must try to develop responsibility in the students by giving them management of their own activities. To preserve democracy we must teach children to do group thinking and to plan cooperatively. We must provide greater democracy in the schools by means of student self-government."

"Beautifying the school does not mean," he says, "that expenditure of large sums of money is necessary. It means rather keeping it properly painted, choosing the paint with care and keeping it clean.

Mayor Says Cities Can Cut Schools

WOBURN, MASS.—Mayor William E. Kane of Woburn recently sent to every mayor and selectman of Massachusetts cities and towns a 16-page pamphlet, printed at his own expense, in which he cited a recent decision by Judge Wilford D. Gray of the superior court to support his contention that taxpayers no longer need heed the demands of school committees with reference to appropriations for schools.

"The prevalent, erroneous interpretation of the law that school committees are supreme in determining the amount to be raised by taxation to comply with chapter 71 has been exploded," Mayor Kane informed his fellow executives throughout the state.

Last year Mayor Kane reduced the Woburn school committee's budget from $311,000 to $253,000 and emerged victorious from court action instituted by Atty.-Gen. Dever. He has reduced the 1939 budget by virtually the same amount.

"What has been achieved in Woburn can be repeated in other communities where similar extravagances are practiced," he wrote in a preface to Judge Gray's decision.

"Believing this case directs attention of budget makers to the hitherto untouchable, most expensive department of cities and towns and has unveiled a new means to reduce excessive and unnecessary governmental costs, I am pleased this affords me an opportunity to render this service with its resulting benefits to struggling taxpayers."

Schools Grow In Addis Ababa

ROME.—More children are going to school in Addis Ababa than ever before in the history of Ethiopia.

While white school attendance in the capital is more than keeping pace with the increased population of the city, native boys and girls are flocking in even greater numbers to the state schools.

The Italian elementary schools are attended by 1448 pupils. Of this number 392 are Italian, 136 Armenians, 57 of other white nationalities, and 843 natives. At the beginning of the last scholastic year 616, or 44 per cent were promoted.

The number of pupils attending the higher grades has increased rapidly. In 1936-37 there were less than 50 students. In 1937-38 the number has risen to 190, while up to the present 236 have enrolled. This is equivalent to a 24 per cent increase more than last year and 372 per cent more than the 19A36-37 total.

An increasse of 329 per cent is shown by the attendance in the Technical Institute.

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Bill Would Provide Free Text Books

LANSING, MICH. — Representative Elton R. Eaton, Republican, Plymouth, has filed with the clerk of the house of representatives a bill under which the state would supply free text books to public school pupils in the first to eighth grades.

Eaton said the bill was intended to equalize educational opportunities. He said children of poor families are handicapped by their parents' inability to provide text books.

He estimated the original cost at $1,500,000 to $2,000,000, but said such a law actually would result in a saving to taxpayers because the average life of a state-supplied text book is three to five years.

School boards would purchase books of their own choice under the proposed law with funds obtained by augmented special state aid appropriations.

Eaton said two-thirds of the states in the Union now supply free text books to the schools.

Tuition Half Of College Cost

PRINCETON, N. J.—Princeton students pay only half the cost of their college education, it was revealed by Dail A. Mills, bursar of Princeton University. For every dollar the undergraduate invests in his education, the university puts up another.

According to Mr. Mills the operating expenses of the university during the past year amounted to $2,905,543, of which only $1,413,509 was contributed by students. The university met the remaining $1,492,034 through the returns on its endowment investments, which have paid an average of 4.3 per cent since 1928.

Ship Lines Offer Student Rate Cut

WASHINGTON.—The Maritime Commission has informed the State Department that four shipping companies operating passenger service to South America had agreed to grant a 50 per cent discount in fare to students and teachers traveling between North and South America. The discount became effective Jan. 1.

The companies are the American Republic line, the Grace Line, the Furness Prince Line, and the Mississippi Shipping Company.

Sumner Welles, Acting Secretary of State, who made the announcement, described it as a "very gratifying development" which would insure a better understanding with Latin America.

Hamilton Studying Ten Similar Colleges

CLINTON, N. Y.—A study of the administration and curricula of ten colleges similar to Hamilton College in size, character and ideals, with the purpose of comparing them with Hamilton, is being undertaken, according to Dr. W. H. Cowley, president of Hamilton.

The research is part of the program which Dr. Cowley adopted when he became the president of Hamilton last Aug. 1. The program called for studying the problems of the college and developing its administrative and curricular undertakings.

Dr. Cowley has appointed Professor Edgar B. Graves of the department of history to make the study. Professor Graves has been relieved of his teaching duties for the semester, and is to visit ten to twelve other colleges.

Students to Have Practice Jobs

NEVADA CITY, CALIF.—It'll not be all book work for Nevada City high school seniors hereafter.

Most of them go to work in local business and industrial establishments. They'll work three hours a day, five days a week—without pay but for scholastic credits.

The plan is an experiment devised by Superintendent H. E. Kijorlie to fit high school graduates for vocations.

N. Y. Pupils Know American History

CAMBRIDGE, MASS. — The average public school pupil seldom reads behind the news but he knows as many important facts bearing upon civics and American history as does the average high school student, Prof. Howard E. Wilson of Harvard has found in a study of New York schools.

The public school pupil's understanding of international affairs is weak, however, and so is his knowledge of such things as population trends and cultural resources of his own community. He is "decently liberal" Prof. Wilson found, on racial questions, politics, nationalism and free speech but he will not bother about doing anything to support his views.

Grins Between Grinds

Solved

One of the men spoke: "I dug this hole where I was told to and began to put the dirt back like I was supposed to. But all the dirt won't go back in. What'll I do?"

For a long while the supervisor pondered the problem. Then: "I have it. There's only one thing to do. You'll have to dig the hole deeper."

* * *

Reason Enough

The little boy sat disconsolately on the curb and sobbed as though his heart was breaking. The kind old lady stopped and asked sweetly:

"Is a itta boy cwyin'? Tum, tella nice lady wassa matter."

"If you are inquiring as to the cause of my lachrymose condition," he answered, looking up at her pityingly, "it is because I have been unable to find any suitably intelligent playmate whose eugenic constitution is in harmony with my pathological tendencies and whose hereditary affiliations meet with the approval of my parental relations since we moved to this darn place from Boston."

* * *

Knew His Woman

The club was bidding farewell to a member departing for Central America. In the conversation a friend said: "It gets pretty hot in Central America at times. Aren't you afraid the climate will disagree with your wife?"

The man looked at him reproachfully.

"It wouldn't dare."

* * *

Philanthropic

A well-known speaker lectured to the members of a literary society, and at the end of his address the secretary approached him with a check. This he politely refused, saying that it might be devoted to some charitable purpose.

"Would you mind," asked the secretary, "if we add it to our special fund?"

"Not at all," said the speaker. "What is the special fund for?"

"To enable us to get better lecturers next year."

* * *

Anywhere

"Hey dar, Rastus, wha' you gwine?"

"Ah ain't agoin' nowhah. I's jes' agittin' 'way fum wha' I is."

Book Reviews

Up Through Numberland

ADVENTURES IN ARITHMETIC. Arithmetic Workbooks, Nos. 3, 4, 5 and 6. By Clifford B. Upton, Professor of Mathematics, Teachers College, Columbia Univerity, New York City. New York, Chicago, Cincinnati, Boston, Atlantic City, Dallas, San Francisco: American Book Company.

Recent reconsideration of the curriculum in arithmetic by educational specialists has revealed the existence of boulders or stumbling blocks in the early stages, and the result has been a fresh distribution of topics so as to potpone difficulties until children have matured sufficiently to surmount them easily. These workbooks follow the improved grading which is now recommended. Moreover, there is embodied in them a step-by-step procedure which leads the learner forward with confidence and increasing power.

An excellent feature is the large number of so-called "improvement tests," which should enable the pupils to refresh themselves frequently on topics previously studied and to determine and correct their points of weakness—all in a minimum of time and hence without hindering the needful progress in new techniques and principles.

The solution of problems is a built-in feature of the course as here offered, and the problems are themselves drawn from natural situations and well suited to each successive stage of the pupil's progress.

Decidedly workable would appear to be these workbooks by Clifford B. Upton.

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High School Clockwork

THE DAILY SCHEDULE AND HIGH SCHOOL ORGANIZATION. By R. Emerson Langfitt. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

That chart of neatly dovetailed classroom and other appointments which confronts the students and faculty of a high school on its opening day, does not come by magic. Rather does it represent the sweat and toil of a principal or his deputy for many a summer day.

"The Daily Schedule and High School Organization, by R. Emerson Langfitt, brings together into one volume of moderate size the gist of what has been written upon this whole subject from the experience of high school administrators. Obviously the daily schedule cannot be considered independently of its relations with curriculum offerings, teacher load, and the best utilization of available space and time. In fact, pretty much the entire problem of organization must be solved before a schedule can be drawn up.

Professor Langfitt's book is precisely what a good many school administrators have been waiting for. Teachers of secondary school administration will welcome this businesslike text for use by their classes.

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Thrilling Reader

ADVENTURE—Good Reading (Revised Edition) By Tom Peete Cross, Rufus Reed, Elmer C. Stauffer and Elizabeth Collette. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco. Ginn and Company.

Literature or "the pulps"? That is a question which may be decided once and for all in the early years of high school. Hence the importance of introducing the pupil in that critical period to those literary specimens which are not only worthwhile but able to command and hold his interest.

Unusually fine judgment in the choice of material for this purpose of allurement has been exercised by the editors of "Adventure," especially in the revised edition which adds new zest to the menu offered eight years earlier.

The rich fund of prose and poetry written in England and the United States has been drawn upon to yield excitement, humor, romance and heroism. There is a generous representation of modern authors. Even so lowly a form as nonsense verse has been admitted.

Each selection is briefly and appetizingly introduced. A dictionary of words and phrases requiring explanation is provided. Illustrations both in black and in colors contribute to the atmosphere of charm. Altogether it is a book to awaken and stimulate the taste for good reading which every real teacher of English hopes to see developed.

The volume contains, besides its shorter masterpieces, the full text of "Treasure Island" and "As You Like It."

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Literature and Life

LITERATURE AS EXPLORATION. By Louise M. Rosenblatt. A Publication of Progressive Education Association. New York, London: D. Appleton-Century Company.

In "Literature as Exploration," by Louise M. Rosenblatt we meet a philosophy of literature in its relation with life that might well be studied by every teacher of the subject.

Literature is seen by the author—and supposedly by the commission she represents—as something to give enjoyment and at the same time to broaden and deepen the reader's understanding of himself, of other people, and of times and circumstances that go to make up common experience of the race. The purpose of teaching literature is to open up a world of vicarious thought and adventure in such a way that the student may acquire a lifelong taste for books. Cramming him with everything he "ought" to read as if we doubted his ever wanting to read again after he leaves school is acting in a manner to defeat the true purpose of instruction in literature, Miss Rosenblatt declares. Yet she would not omit an acquaintance with classic works, though not allowing these to crowd out those more recent writings which come nearer to the pupilr's own experience.

In dealing with the trashy reading that most pupils prefer to the worthwhile sort, the author advises fair criticism rather than outright denunciation, and even suggests that some of these inferior pieces be analyzed in class, in the hope that pupils may learn to discriminate for themselves between real and spurious values.

No teacher of literature can come away from this book without being better grounded in his concepts of the ends to be sought and how to reach them.

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Which Way?

PROGRESSIVE EDUCATION AT THE CROSSROADS. By Boyd H. Bode. New York and Chicago: Newson and Company.

The Progressive Education Association as an organization is now twenty years old, and the beginnings of the movement date back much farther. There is no doubt that, in spite of

various aberrations and errors, it has contributed much of great and lasting value to American education. Professor Boyd H. Bode of Ohio State University has written this little book for the purpose of clarifying the underlying philosophy of the progressive movement. The volume is not, however, a rehash of what has been heard for the past two decades at the sessions of the Progressive Education Association. Although it is true that it is a well-written summary of the modern trends in educational thought, it is considerably more than this. *Progressive Education at the Crossroads* represents not only synthesis but progress as well. The author does not hesitate to deal frankly and constructively with some of the favorite shibboleths of those who echo certain progressive teachings without thinking them through. Of this the chapter on "Teach the Child, Not the Subject" is an excellent example. At the center of several paragraphs full of dynamite is the sentence: "To raise a hue and cry against subjects is to pour out the baby with the bath." Following it comes another thought, which deserves careful consideration: "The traditional subjects stood for educational value, which we neglect at our own peril."

The reader of *Progressive Education at the Crossroads* will find many other equally challenging sentences. Those afraid of doing first-hand thinking had better not read it. It is written for men and women who are able and willing to use their minds in grappling with the larger aspects of educational thought.

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Eighth Grade Science

SCIENCE PROBLEMS. BOOK II. John C. Mayfield, Jo Young West, Wilbur L. Beauchamp. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

This second book of "Science Problems" continues to introduce the pupil of junior high age—specifically the eighth-grader—to his physical environment in an orderly fashion. It does not essay the difficult task of explaining a complex situation without having provided a background of principles. These are given first; their applications later.

It is easy for the authors of a textbook to ask questions. It is not so easy for them to ask the kind of questions that will awaken intellectual curiosity and be just hard enough and simple enough to start pupils using their heads. The present text seems to excel in its manner of questioning and in its clarity of statement when it meets the issues it has raised.

Here are units on astronomy, gravity, geology, energy, control of heat, the laws of liquids, the ways of weather and the "weather man," care of plants and animals, the human body and its working in health and disease. Illustrations are numerous and of instructional value.

"Science Problems," Book Two, seems admirably adapted to teaching boys and girls many important truths about their physical universe and their physical selves also.

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"Friday Afternoons"

CREATIVE WAYS FOR CHILDREN'S PROGRAMS. By Josephine Murray and Effie G. Bathurst. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

For generations the children's program or entertainment has been one of the important links between the school and the community as a whole. There are many of us who can still remember poems which we learned as "pieces" back in the last decade of the nineteenth century. And crude as was the old-fashioned Friday afternoon orgy of recitations, the part that it played in the education of the youth of that period must not be completely laughed out of court. But there was much waste of energy and many unnecessary heart burnings on the part of bashful children placed in cruelly embarrassing positions. No one can read *Creative Ways of Children's Programs* without being impressed with the progress made in this regard during the past two decades. The hit-or-miss program of yesterday has been superseded by one based on carefully studied educational principles.

In this single volume we find a wealth of information and suggestion. Along with discussions of the underlying philosophy of different types of program, we are given many specific suggestions as to methods of procedure and sources of material. In addition to the usual Christmas, Thanksgiving and Closing Day programs the authors suggest some in very different fields. For example, there are state history programs for several states, the examples, of course, being of general applicability. In addition there are transportation programs, with topics like, "We Travel by Land." or "We Travel by Air." Food exhibits, which can be easily correlated with geography are also suggested. In fact, nothing that is needed in a book of this type seems to be lacking. Not the least attractive phase of the volume is the delightful "Pictorial Summary," which contains illustrations of the types of programs discussed in the preceding seven chapters.

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"Experimentees" Are Heard From

WERE WE GUINEA PIGS? By the Class of 1938. University High School, The Ohio State University. New York: Henry Holt and Company.

What do guinea pigs think about being guinea pigs? And are the pupils in a progressive school really guinea pigs?

To find the answers, reach for the new and unusual book, "Were We Guinea Pigs?"—written by the fifty-five members of the Class of 1938 in University High School, at Columbus, Ohio.

It was just another and a culminating project, the writing, illustrating and editing of this work. The seniors did it instead of their customary annual with its inanities of who is best dressed, most popular, and the rest. So the pupils organized themselves for the task of multiple authorship and composite editing. They took for a theme the history of their six years in the University High School. They wrote briefly of their backgrounds, the homes they came from—25 per cent broken by death or divorce, nearly all above average in family income. The pupils themselves rank high in intelligence and admit it.

They have done a fine job of selecting the points to write about. They eliminate the clutter and make every word count. They offer specimens of the work done in the creative arts of composition, drawing and painting. They go on to show how they have done their work in mathematics, languages and other subjects. They manifest a grasp of why they are in school and why there is so much latitude in their individual activities.

On the whole it is a strong testimonial to progressive methods by the ones who have been the objects of experimentation. "Maybe we were guinea pigs, but we, our parents and our teachers are still glad we took the chance." So ends this remarkable book.